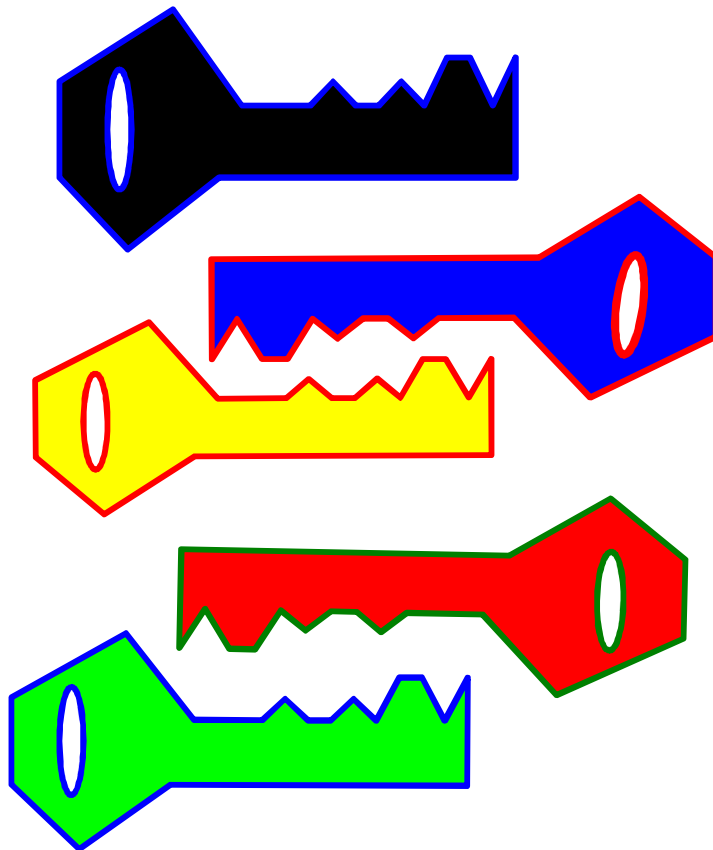


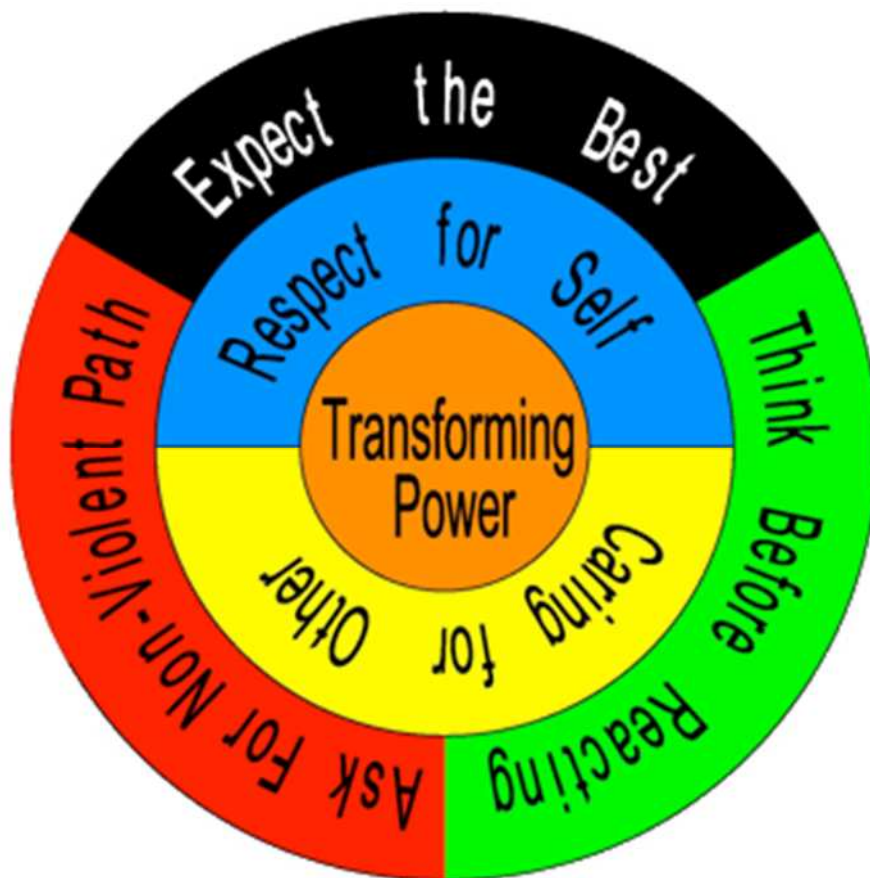
AVP SYDNEY CONCISE MANUAL

**AVP YOUTH
HELP INCREASE PEACE
PEACE LEADERSHIP
NSW**



**CONCISE MANUAL FOR FACILITATORS OF
BASIC, ADVANCED AND T4F WORKSHOPS**

AVP SYDNEY CONCISE MANUAL



This manual is published for the use of volunteers serving as team members and coordinators of workshops conducted under the auspices of the Alternatives to Violence Project.

Other readers are advised that the material is based on a particular philosophy and a set of carefully structured group dynamics, without which the program outlines here simply will not work.

For this reason, the use of the name AVP for workshops and programs not approved by AVP International, whether utilizing this material or not is strictly prohibited

Acknowledgements

This manual is the work of many dedicated, talented and generous AVP, HIP and other facilitators, who have created and contributed to the activities and ideas that this contains. We wish to acknowledge them here, with particular thanks to the members of AVP/HIP Sydney, with deepest gratitude.

AVP Education Collection

This is a collection of exercises/learning activities, material from manuals and contributions from AVP facilitators from different countries. It contains extra material to supplement this manual and to support collaborative manual writing. Further contributions are welcome to - education@avp.org.au

This is currently located at - <https://avpmanuals.wikispaces.com/>
Use the general AVP username and password to access the collection.
For further information on available AVP educational material
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Editors: Julei Korner, Katherine Smith and Malcolm Smith

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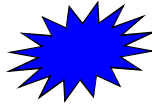
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For further information : avpsydney@avp.org.au : www.avp.org.au/sydney

Structure of Workshop Session

1. Welcome

2. Connection



also known as Gathering

3. Agenda

4. Activity

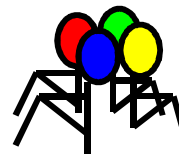


6. Lift



also known as light and lively

7. Activity



8. Reflection & Closing

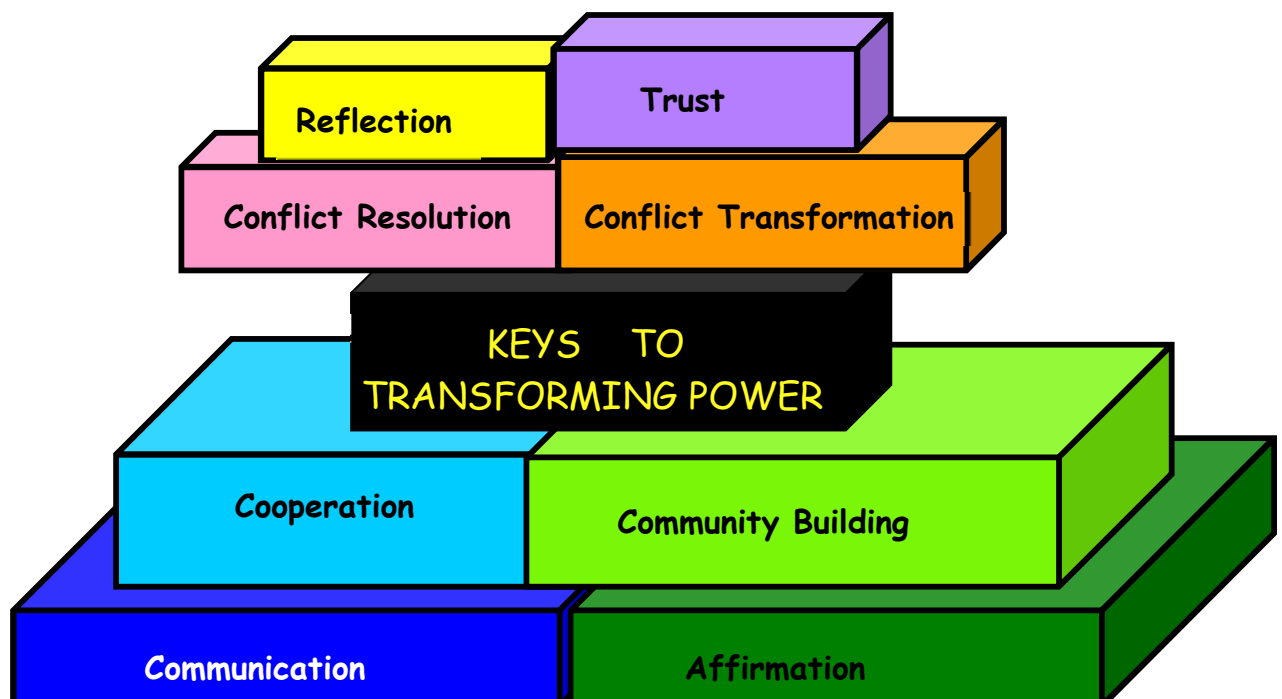
BUILDING BLOCKS

Four foundational building blocks

- Affirmation
- Community Building
- Communication
- Cooperation

Four derivative building blocks

- Conflict Resolution
- Conflict Transformation
- Reflection
- Trust



Restorative Debriefing Questions for all Activities

Basic Three Questions	Alternative Versions
1. What happened? (THE PAST)	How was that for you? What was that like? What was it like when...?
2. What was the hardest thing about that for you? (THE PRESENT)	What was difficult? How might that have affected others? What were you thinking when...?
3. Is there anything you would do differently next time? (THE FUTURE)	Would you change anything? Is there anything you need to do or say to.....? Are you OK to move on? Is there anything you need to be able to move on? Is there anything that could have made a difference? Is there anything that you could have done to have made a difference?

Guidelines





Allow time for participants to think and answer.
Do not jump in if there is silence.

What comes up and happens in the debrief of an activity is the critical part of the debriefing process.






The key is to work with the participant's process.
They will come to the insights that are right for them.

Sample Agenda for Basic Workshop

Session 1

1. Welcome & Introductions
2. Connection  My name is....my favourite Food/book/hobby...
3. Agenda
4. Special Name Game
5. What is this Workshop
6. Safety Circle (optional)
7. Lift   Big Wind Blows
8. Face 2 Face or Affirmation Pairs
9. Let's Build 
10. Reflection
11. U Choose!!!!
12. Closing Something I bring to this workshop + Pyramid or Thumbs


Session 2

1. Welcome Back!
2. Connection 
3. Agenda
4. Back 2 Back Drawing 
5. Puzzling 
6. Lift  Pattern Ball 
7. Concentric Circles
8. Violence Trees (Optional)
9. Reflection
10. Closing

Session 3

1. Welcome again!
2. Connection 
3. Agenda
4. Keys To Transforming Power 
5. Lift  Here I Sit
6. Reflection
7. Closing Stand by your Key

Session 4

1. Welcome & intros
2. Connection
3. Agenda
4. Activity
5. Lift 
6. Activity
8. Reflection
9. Closing




Session 5

1. Welcome again!
2. Connection
3. Agenda
4. Activity
5. Lift 
6. Activity
7. Reflection
8. Closing



Session 6

1. Welcome & intros
2. Connection
3. Agenda
4. Activity *Note this is often a Keys to Transforming Power Activity.*
5. Lift 
6. Activity
7. Reflection
8. Closing



ACTIVITES

Choose activities based on the group needs and the building blocks


Simpler Activities

- Balloon Triangle
- Bean Bags
- Broken Squares
- Changes 1-2-3
- Concentric Circles
- Cooperative Drawing
- Deep Water
- Green or Red Messages
- Ideal Community
- I messages
- Inside Outside
- Machine
- Paper Tear
- Perception Pictures
- Pipe Cleaners
- Serial News
- Space
- Three Question Interview
- Tower Building
- Violence Trees

Complex Activities



- Blindfold Trust Walk
- Communication Virus
- Going Dotty
- Hassle Lines
- Flower Power
- Grid
- Jelly Bean Jar
- Keys to Transforming Power activities.
- Lego Listening
- Partial Knowledge
- Shelter from the Storm
- Stepping Stones
- Take Power
- Tableau
- Underlying Anger
- You belong to Me

Session 7

1. Welcome again!
2. Connection 
3. Agenda
4. Theatre Groups 
5. Role Play Preparation
6. Role Play 1....derole...debrief....Lift
7. Role Play 2...derole...debrief.....Lift
8. Role Play 3...derole...debrief.....Lift
9. Reflection
10. Closing



Session 8

1. Welcome again!
2. Connection
3. Agenda
4. Activity 
5. Lift 
6. Reflection
7. Closing



Choose an activity to consolidate:.

Co operation:

- Stepping Stones


Healing:

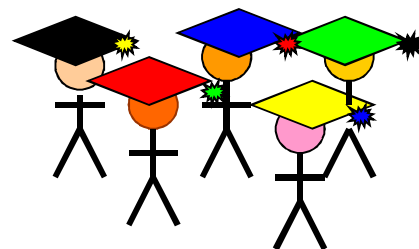
- Tower Building or
- Ideal Community

Trust:

- Blindfold Trust Walk
- Partial Knowledge





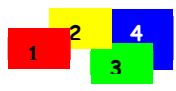

Last Session

1. Welcome again!
2. Connection 
3. Agenda
4. Building Blocks and Unanswered Questions
5. Ungathering
6. Where to from Here?
7. Graduation
8. Web
9. Closing






Sample Agenda for Advanced Workshop

Session 1



1. Welcome & Introductions
2. Connection  What brought me back for more....
3. Agenda
4. Special Name Game
5. What is the Advanced
6. Lift   Big Wind Blows
7. Three Questions Interview
8. Keys to Transforming Power 
9. Consensus - eg Flagpole
10. Consensus - eg Power 1234
11. Reflection  
12. U choose!!!!
13. Closing Something I bring to this workshop +Pyramid or Thumbs

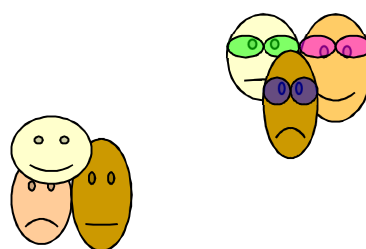
Session 2

1. Welcome Back!
2. Connection 
3. Agenda
4. Your Workshop Subject
5. Lift   Pattern Ball
6. Reflection
7. Closing


ANGER
POWER
RELATIONSHIPS
LOVE
COMMUNICATION
Forgiveness
Transforming Power

Session 3

1. Welcome again!
2. Connection 
3. Agenda
4. Masks
5. Lift 
6. Reflection
7. Closing




Session 4

1. Welcome & intros
2. Connection
3. Agenda
4. Activity
5. Lift 
6. Activity
7. Reflection
8. Closing




Session 5

1. Welcome again!
2. Connection
3. Agenda
4. Activity
5. Lift 
6. Activity
7. Reflection
8. Closing



Session 6

1. Welcome & intros
2. Connection
3. Agenda
4. Activity
5. Lift 
6. Activity
7. Reflection
8. Closing



ACTIVITES

These activities can be used for most of the topic areas for the Advanced Workshop. For specific activities suitable for the topic areas see Designing Your Own Workshop Agendas.



Complex Activities

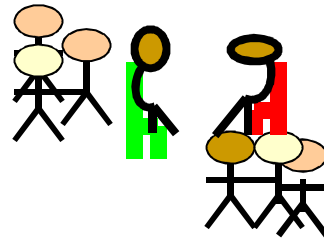
- Aliens
- Armchair Role Play
- Environment Sculpture
- Hassle Lines role play
- Line Up Power
- Masks
- Quadrants
- Role Play
- Tableau
- Three Reflections
- Three Wishes
- Which is the Picture
- Underlying

Simpler Activities

- Concentric Circles
- Blockers
- Bumper Stickers
- Cooperative Drawing
- Ideal Community
- I Move You Move
- Machine
- Pipe Cleaners
- Sculpture
- Three Shaped Drawing
- Trees Brainstorm

Session 7


1. Welcome again!
2. Connection 
3. Agenda
4. Arm Chair Role Play
5. Lift 
6. Arm Chair Role Play
7. Reflection
8. Closing

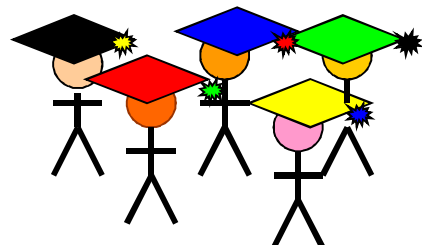


Session 8

1. Welcome again!
2. Connection
3. Agenda 
4. Activity
5. Lift 
6. Activity
7. Reflection
8. Closing



Last Session 9

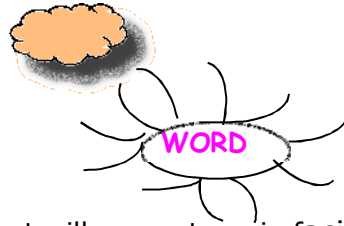
1. Welcome again!
2. Connection 
3. Agenda
4. Ungathering
5. Where to from Here?
6. Graduation
7. Web
8. Closing





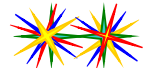
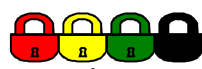
Sample Agenda for T4F Workshops

Session 1

1. Welcome & Introductions
2. Connection  I want to be a facilitator because.....
3. Agenda
4. Special Name Game
5. What is the T4F *see Manual*
6. Lift  Big Wind Blows
7. What's in a Word *see Manual*
8. Reflection
9. U Choose!!!!
10. Closing A quality I have that will support me in facilitating

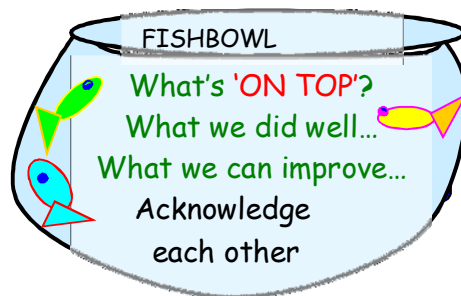


Session 2


1. Welcome Back!
2. Connection 
3. Agenda
4. Brainstorm – 1 group – demonstrated by facilitators
 - What is the difference between a facilitator and a teacher?
5. Lift  Pattern Ball 
6. Brainstorm - 2 groups - participant run and report to whole group
 - What makes a team work?
 - What are the qualities of a good facilitator?
7. Keys to TP preparation (2-3 groups) 
Each group designs a 5-10 minute presentation.
8. Reflection
9. Closing A quality I want to develop through facilitation is.....

Sessions 3 and 4

1. Welcome Again!
2. Connection
3. Agenda
4. Keys to Transforming Power Presentations

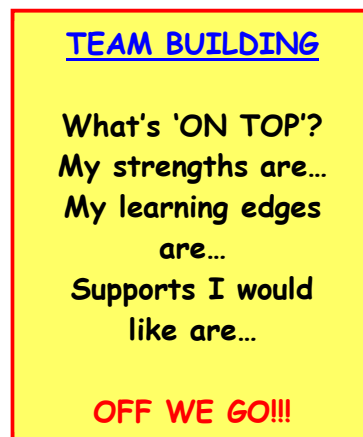


5. Fishbowl - *Facilitators demonstrate an actual Fishbowl.*

6. Lift  Here I Sit - *Facilitators can speak About the need to be watchful even in a simple lift.*

7. Build Teams - *Allocate 3 teams. In each team everyone speaks to each point on Team Building Poster.*

8. Introduce Manuals and Team Agendas

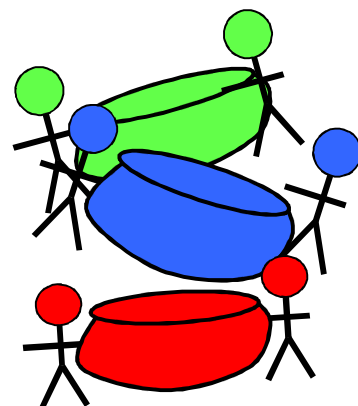


9. Team Preparation for their Sessions (1-2 hrs)
10. Reflection
11. Closing *Something I'm learning about myself from this workshop...*





Sessions 5 and 6

1. Welcome Again!
2. Agenda *Note these sessions may vary in length depending on length of workshop. Each team may be given between 1-2 hours to present.*
3. Green Team Session Presentation
4. Fishbowl (Self-assessment) & Feedback
See Manual ..Feedback Resource for T4F
5. Blue Team Session Presentation
6. Fishbowl... (Self-assessment) & Feedback
7. Red Team Session presentations
8. Fishbowl... (Self-assessment) & Feedback
9. Reflection
10. Closing





Session 7

1. Welcome Again! 
2. Connection
3. Agenda
4. Role Play in T4F *see Manual*
5. Role Play 1.
Each audience participant debriefs and deroles one of the players
6. Lift 
7. Role Play 2.
Each audience participant debriefs and deroles one of the players
8. Reflection
9. Closing

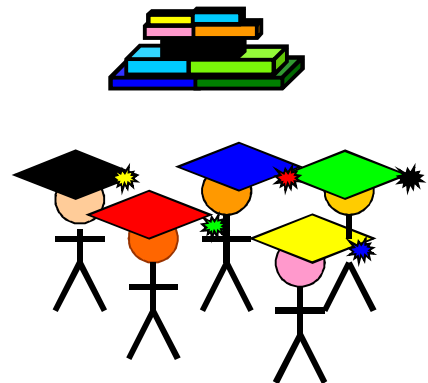
Alternative

Session 7

1. Welcome Again! 
2. Connection
3. Agenda
Facilitation Challenge 1
Designing a session through building blocks - *see Manual*
4. Lift 
5. Facilitation Challenge 2
Issues with difficult participants - *see Manual*
6. Reflection
7. Closing





Last Session 8

1. Welcome Again! 
2. Connection
3. Agenda
4. Activity
5. Ungathering
6. Where to from Here
7. Graduation
8. Web
9. Closing



GREEN TEAM:

Basic Workshop Session 1

1. Welcome & intros
2. Connection 
3. Agenda
4. Special Name Game
5. What is This Workshop
6. Lift 
7. Face 2 Face 
8. Let's Build 
9. Reflection
10. U choose!!!!
11. Closing

WARNING

While each agenda is designed to run for up to 2.5 hours you may have much less time allocated.

All activities must be set up.

All activities must run and they may be shortened with time limits made.





Debriefs must happen.

The session will stop after the allocated time whether it is finished or not.

Each person must do at least one agenda item.

BLUE TEAM

Basic Workshop Session 2

1. Welcome Back!
2. Connection 
3. Agenda 
4. Back 2 Back Drawing
5. Puzzling 
6. Lift 
7. Concentric Circles
8. Reflection & Closing
- 9.

WARNING

While each agenda is designed to run for up to 2.5 hours you may have much less time allocated.

All activities must be set up.

All activities must run and they may be shortened with time limits made.




Debriefs must happen.

The session will stop after the allocated time whether it is finished or not.

Each person must do at least one agenda item.

RED TEAM

Basic Workshop Session 4

1. Welcome & intros
2. Connection 
3. Agenda 
4. Jelly Bean Jar
5. Lift 
6. Take Power
7. Reflection & Closing

WARNING

While each agenda is designed to run for up to 2.5 hours you may have much less time allocated.

All activities must be set up.

All activities must run and they may be shortened with time limits made.

Debriefs must happen.

The session will stop after the allocated time whether it is finished or not.

Each person must do at least one agenda item.

POWER

FEEDBACK RESOURCE FOR T4F FACILITATORS

Teams may request feedback after their sessions. They may choose to have the T4F facilitators feedback and/or they may choose to have feedback from the other participants.

Facilitation – structure, presentation and logistics	
<ul style="list-style-type: none"> • Speaking clearly • Clear instructions • Setting up • Checking for understanding • Nonverbal messages • Agenda & Agenda Poster • Resources 	<ul style="list-style-type: none"> • Holding the space • Maintaining the circle energy • Maintaining experiential process • Purpose • Sequence • Progression
Teamwork – how the team members behave and work together as a team	
<ul style="list-style-type: none"> • Support for each other • Task sharing • Decision-making as a team (consensus) • Relationship (and atmosphere) tense or relaxed 	<ul style="list-style-type: none"> • Support for the person presenting • Keeping in touch • Eye contact • Communication & signals • Handovers
Group Dynamics – how the team members create, deal with and influence the group dynamics – i.e. how the group members behave and interact together as a group	
<ul style="list-style-type: none"> • Building the community • Interacting with the group • Sensing the group (vibes) • Maintaining safety 	<ul style="list-style-type: none"> • Noticing and responding to the groups needs and responses • Cultural sensitivity • Respect for individuals
Processing – people reflecting, thinking and talking about what has happened for them, hearing others experiences and coming to conclusions and insights	
<ul style="list-style-type: none"> • Open questions • Use of non-directed and directed questions • Holding the space 	<ul style="list-style-type: none"> • Giving time and space • Brevity, relevance and placement of content • Handling silence

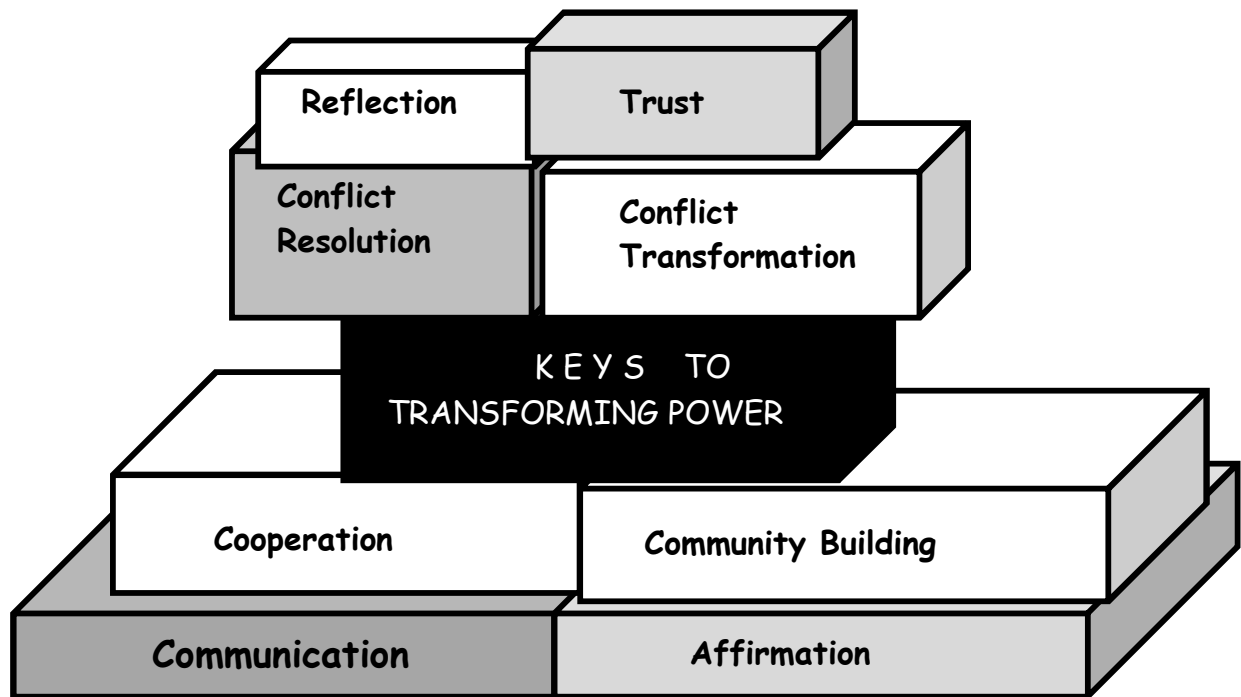
Designing Your Own Workshop Agendas

- **Crafting Agendas for the
Basic Workshop**
- **Crafting Agendas for the
Advanced Workshop**

CRAFTING AGENDAS FOR THE BASIC WORKSHOP

As we all know very well from our experience, each group is different, each team is different; each workshop takes on a life of its own. Probably no two workshops end up having precisely the same agenda.

After each session, the facilitators have a short debrief (Fishbowl or Clinic) and look at the **Building Blocks** to see what area of enquiry the group might benefit from exploring.



It is important that the four basic Building Blocks

- Affirmation
- Community Building
- Communication
- Cooperation

feel firmly developed within the group before moving to the more challenging areas of Conflict Resolution and Transformation.

Below are activities that will assist in developing each of the **Building Blocks**.

Agendas can be crafted to suit the needs of the group.

AFFIRMATION

BUILDING BLOCK	ACTIVITIES
<p>The ability to:</p> <ul style="list-style-type: none">• Acknowledge who I am and be comfortable with myself• Acknowledge and listen deeply to ourselves and to others• Respect both our own and others journey and stories.	<p>Changes 123 Circle Game Concentric Circles Deep Water Pipe Cleaners</p>

COMMUNITY BUILDING

BUILDING BLOCK	ACTIVITIES
<p>The ability to:</p> <ul style="list-style-type: none">• Acknowledge that they are part of a group and that the contributions of every one in that group is valued.	<p>Bean Bags Circle Game Concentric Circles Deep Water Dinner Party Ideal Community Pipe Cleaners Partial Knowledge Shelter from the Storm Tower Building Three Question Interview</p>

COMMUNICATION

BUILDING BLOCK	ACTIVITIES
<p>The ability to:</p> <ul style="list-style-type: none">• Express my message so it is understood by others• Find a way of being sure that I understand others• Express my message with a strength and compassion (assertiveness)• To listen with intention and care, compassion and respect to others viewpoint• To hold respect for myself and others as a foundation to my communication.	<p>Back to Back Drawing Communication Virus Concentric Circles Deep Water Green or Red Messages Ideal Community I-Messages Perception Pictures Personal Space Serial News Tableau Three Question Interview</p>

COOPERATION

BUILDING BLOCK	ACTIVITIES
<p>WORKING TOGETHER</p> <p>The ability to:</p> <ul style="list-style-type: none"> • Work in groups so that all members of the group are respected for what they are able to contribute. 	<p>Balloon Triangle Broken Squares Concentric Circles Grid Lego Listening Lets Build Machine Paper Tear Puzzling Serial News Shelter from the Storm Stepping stones</p>
<p>DEALING WITH POWER</p> <p>The ability to:</p> <ul style="list-style-type: none"> • Work in groups constructively while respecting the differences in personal and positional power. 	<p>Cooperative drawing Flower Power Going Dotty Jelly Bean Jar Line Ups Serial News Shelter from the Storm Take Power Tower Building Violence Trees</p>

KEYS & TRANSFORMING POWER

BUILDING BLOCK	ACTIVITIES
<p>The ability to:</p> <ul style="list-style-type: none"> • Relate the Keys and Transforming Power to real life situations. 	<p>Keys to Transforming Power activities All Role Play activities</p>

CONFLICT RESOLUTION AND TRANSFORMATION

BUILDING BLOCK	ACTIVITIES
<p>The ability to:</p> <ul style="list-style-type: none"> • Recognise conflict • See one's own role and needs in the conflict • Listen to the impact that the conflict has on others • Build confidence in alternative ways to resolve and/or transform the conflicts • Notice the impact others' behaviour has on ourselves and the impact our behavior has on others. 	<p>Broken Squares Flower Power Going Dotty Green or Red Messages Hassle Lines I-Messages Jelly Bean Jar Tableau Take Power Underlying Anger Violence and Peace Trees</p>

TRUST

BUILDING BLOCK	ACTIVITIES
The ability to: <ul style="list-style-type: none">• Be open to the possibility of trust developing in the group• Balance respect and care for self and others.	Blindfold Trust Walk Communication Virus Ideal Community Partial Knowledge Personal Space Safety Circle You Belong to Me

Building Blocks

In the last session of the basic the building blocks poster is placed in the middle of the circle and the group is asked to look at first three agendas of the workshop and identify (facilitator can identify if more appropriate) the activities which have addressed the four foundational building blocks and Transforming Power -

- Affirmation
- Community Building
- Communication
- Cooperation
- Keys/Transforming Power.

If the workshop moved to the upper levels then this can also be identified in the activities of the later agendas. If the workshop did not move beyond the basic building blocks then it can be seen how the development in a following workshop may occur.

Unanswered questions

This is also a time when any further questions or queries about the workshop may be addressed including any unanswered question from a poster which may have been on the wall throughout the workshop

CRAFTING AGENDAS FOR THE ADVANCED WORKSHOP

When the workshop topic has been decided (Your Workshop Topic) then an agenda needs to be crafted. This agenda will provide in-depth experiential activities that will facilitate learning and insight into the topic. For each topic the participants can expect to experience the topic at a deep level and move to a healing through that experience.

It is often the case that the topic is decided on before the last session of the day. It is therefore ideal to have prepared a couple of activities that are able to address many of the possible topics.

ACTIVITIES THAT CAN BE USED FOR MANY WORKSHOP TOPICS

- Aliens
- Armchair Role Play
- Blockers
- Brainstorm
- Bumper Stickers
- Concentric Circles
- Cooperative Drawing
- Environment Sculpture
- Gatherings
- Hassle Lines Role Play
- Ideal Community
- I Move You Move
- Keys to Transforming Power
- Line Ups Power
- Listening Triad
- Machine
- Masks
- Quadrants
- Pair Share
- Pipe Cleaners
- Sculpture
- Role Play
- Tableau
- Three Reflections
- Three Shape Drawing
- Three Wishes
- Which is 'The Picture'
- Underlying
- What's in a Word

ADVANCED WORKSHOP TOPIC ACTIVITIES

ANGER

TOPICS AND CONNECTIONS	ACTIVITIES
<ul style="list-style-type: none">• A time I was angry• A time when my anger worked well for me• A time someone was angry with me• A time I was treated unfairly• A time that someone treated me fairly and firmly and challenged something I had done• The one thing I would not want to change about a way I show my anger• A way I usually show my anger• A way I can safely express my anger without hurting myself or others• A time when transforming power helped me to deal with my anger.	<p>Concentric Circles Masks Role Play activities Underlying Anger</p>

BULLYING

TOPICS AND CONNECTIONS	ACTIVITIES
<ul style="list-style-type: none">• A time I was bullied• A time I bullied someone else• A time stood up to a bully• A time my vulnerability embarrassed me• What is a Key that a bully is not using?	<ul style="list-style-type: none">• Dinner Party• Partial Knowledge• You Belong to Me

POWER

TOPICS AND CONNECTIONS	ACTIVITIES
<ul style="list-style-type: none">• A time I felt powerless• A time someone used power against me• How feeling my powerlessness affects me• How power was held in my family of origin• A time I used my power over another person was• A time I used power destructively• A time I used power constructively• Ways I am able to empower myself• A time I discovered I had more power than I realised• A time I used my power and surprised myself• A time I shared power and achieved something that would have been hard to achieve alone.	<p>Line Up Power Masks Pattern Ball Challenge Take Power Three Shape Drawing You Belong to Me</p>

COMMUNICATION

TOPICS AND CONNECTIONS	ACTIVITIES
<ul style="list-style-type: none">• A time I was misunderstood• A time I was not clear with a request• A block to shared communication is• How the Keys can impact communication• What is one thing I find difficult to speak about• A time I impacted someone in a way I didn't expect to.	<p>Communication Virus Deep Water I Messages Serial News Three Question Interview</p>

THE KEYS OR TRANSFORMING POWER

TOPICS AND CONNECTIONS	ACTIVITIES
<ul style="list-style-type: none">• Someone I admire who has transformed their life• Situations where my buttons can be pushed• Something about myself that I would like to change in the near future• Think of someone you really enjoy being with, someone who makes you feel good about yourself. Now when you have that person clearly in your mind, tell your partner how you think that person would describe you• What blocks me from doing the things I want to be able to do• Something that blocks me from having the Keys/Transforming Power in my life• Where in my life do the Keys/Transforming Power impact me• Something I've learned in my life that has been important to me• A way I can deal with difficult situations that does not cause harm.	<p>Flagpole Keys to.....TP activities Pentapus Role Play activities Secret Spot</p>

LOVE

TOPICS AND CONNECTIONS	ACTIVITIES
<ul style="list-style-type: none">• What love means to me• A time when love supported me through difficulties• What blocks me from loving• Love is.....• Something I've learned in my life that has shown me what love can be• A person I love who inspires me• The funniest thing about love is• A gift that loving has given me.	<ul style="list-style-type: none">• Dinner Party• Potato My Potato• What's in a Word• You Belong To Me

COMPASSION

TOPICS AND CONNECTIONS	ACTIVITIES
<ul style="list-style-type: none">• A way I keep myself safe• A way I deal with my vulnerability• Something I do for myself when I need looking after• A time I did the right things even though I didn't want to• I can listen deeply to others when• I like to be listened to when• A time I listened and found out something I didn't know/expect• To be in my inner circle people must• Something I value in others• Something I value in myself.	<p>Concentric Circles Deep Water Dinner Party Flower Power Line Up Power Partial Knowledge Potato My Potato Role Play activities Three Question Interview Three Wishes Three Shape Drawing You Belong To Me</p>

FEAR

TOPICS AND CONNECTIONS	ACTIVITIES
<ul style="list-style-type: none">• A time I acted or spoke even though I felt afraid• A way I deal with my fears and vulnerabilities• Something that frightened me when I was young and is no longer frightening• A place I go to feel safe• Something that can help me overcome my fear• A time I found unexpected strength in myself• What blocks me from overcoming fear.	<p>Aliens Flower Power Going Dotty Partial Knowledge You Belong To Me</p>

FORGIVENESS

TOPICS AND CONNECTIONS	ACTIVITIES
<ul style="list-style-type: none">• How do I connect forgiveness to Transforming Power• What is the impact of not forgiving on myself and others• Forgiveness is.....• Forgiveness is not.....• Barriers I experience to forgiving are• When was I successful in forgiving someone?• What made it easy or hard to forgive them?• How do/did I know that I have forgiven• When did someone not forgive me?	<p>Concentric Circles Keys toTP activities Sculpture (forgiveness) Three Wishes</p>

SHAME

TOPICS AND CONNECTIONS	ACTIVITIES
<ul style="list-style-type: none"> • What story in my life would I like to rewrite • What is the one thing I do not want to talk about • I feel a sense of love and belonging when • A way I deal with my vulnerability • A time when my perfectionism became healthy striving or when my healthy striving became perfectionism • A time my vulnerability embarrassed me • One thing in my life that added to my resilience/resilient spirit • What is the greater risk – letting go of what people think or letting go of how I feel/ or who I believe I am • I am worthy because • A resource I use to come to terms with my guilt and/or shame • A process I use to overcome failure. 	<p>Concentric Circles Flower Power Going Dotty Grid Lego Listening Line Up Power Masks Sculpture Take Power Three Wishes</p>

RELATIONSHIPS

TOPICS AND CONNECTIONS	ACTIVITIES
<ul style="list-style-type: none"> • A way I behave when someone holds a different point of view • A strength that I have that I bring to a relationship • A time I used my power and surprised myself • A relationship I want to impact positively is • Someone I respect and why • A time I impacted someone in a way I didn't mean to • A time I felt excluded • A time I was treated unfairly • A time when I treated someone else badly • For me, the things that have to happen before I can forgive are • A time that someone treated me fairly and firmly and challenged something I had done • A relationship that I respect as a role model and why. 	<p>Concentric Circles Deep water Dinner Party Flower Power Line Up Power Partial Knowledge Potato My Potato Three Question Interview You Belong To Me .</p>

ESSENTIAL ELEMENTS FOR ALL WORKSHOPS SESSIONS

- Welcomes
- Connections or gatherings
- Lifts or light and livelies
- Reflections
- Closings

WELCOMES

To open the space of the circle. It is an acknowledgement of who we all are and what our thoughts, ideas and feelings are at this moment of time. Everyone is included and welcomed into the circle.

The welcome in the first session is more comprehensive and expansive. For following sessions it can be as simple as a statement of "Welcome back" or "Welcome to Day 2 of this workshop". This can represent the first welcome and reopen the space for the community to reconnect. In some circumstances the subsequent welcomes may address acknowledging the ideas that have been explored in the previous sessions or anything else that is important to this group.

THE WORKSHOP WELCOME AND FACILITATOR INTRODUCTIONS

Purpose:	To open the workshop. This is the first experience of this style of workshop that the participants will have.
Time:	5 minutes.
What you need:	Participants in a circle.
How it's done:	Note: It is important that the workshop be opened on time. If there are a number of people late, then simply welcome the group who are there and acknowledge that they are on time. Also note that there are a certain number of people who are not there yet. Ask the group if they choose to start right now or do they wish to wait a bit. If they choose to wait, then ask them how long they want to wait. Be sure to restart at the appointed time they have decided.

WELCOME to this circle:

There are many welcomes that can be used. It is important that each facilitator finds a welcome that is comfortable for them. It is also important that the welcome is real for the facilitator. It then becomes a real welcome for the participants.

Often there may be a traditional welcome that is appropriate for a particular country or cultures. e.g. in Australia: Acknowledgement of country and Aboriginal Elders and People.

It is often welcoming to acknowledge that we all have personal histories and ancestors. It is those histories that have led us to come together and be a part of each other's lives for the next few days.

Another welcome may be to acknowledge the land that the circle is gathered upon. That this land has been here for far longer than the buildings on it. How the land holds us and has for many thousands of years provided food and shelter for many animals and people. In the welcome there can also be a wish that the land will continue to be here far into the future to provide this holding.

INTRODUCTION to Facilitators

The facilitator who is doing the welcome then introduces herself/himself.

A simple short introduction is:

"My name is"

Something I want you to know about me is

I am one of your facilitators for this workshop and now I will hand over to another facilitator"

The next facilitator then introduces themselves. The last facilitator then hands back to the original facilitator who will hand over to the next activity.

CONNECTIONS OR GATHERINGS

Purpose: Connections and gatherings are a very important part of the workshop agenda. A connection or gathering is always the first activity done in each session. It gives the chance for each and every person to have their say and be listened to.

Connections and gatherings can be done to have fun or they can be very meaningful. They can assist with the exploration of a particular topic or they can be a diversion and relief from the topic.

Connections and gatherings are a practice which works towards achieving the four basic building blocks

- Affirmation
- Community Building
- Communication
- Co-operation.

Time: 10-30 minutes. It is often difficult to estimate how long this activity will last.

What you need: Participants in a circle
The topic for the connection or gathering can be:

- written on the agenda
- written on a poster on the wall or floor
- written on a card which is passed around the group.

How it's done: The facilitator models speaking to the topic, sharing from their own experience.

The facilitator then invites the two people on either side to decide who will start the sharing around the circle. Then the sharing continues either clockwise or anti-clockwise around the circle.

Each person in turn shares their contribution.

If other participants interrupt, comment or ask a question of the contributor then the facilitator should mention that during a connection the group listens without comment to the speaker.

If anyone is struggling to share, then the facilitator can ask if they would like to pass and speak later after they have gathered their thoughts.

Once all of the group have had the opportunity to share, including those who pass, then the facilitator thanks the group and hands over to the next facilitator for the next activity.

Examples of Connections/Gatherings:

My special name is.....and

- An activity I enjoy is
- A book/TV show/film/music/song/hobby I like is
- The ad I love/hate most is
- My favourite food is
- The weirdest/worst food I have ever eaten is
- What I ate for breakfast is
- My favourite scar is
- The best present I have ever had was
- A place I like to be is
- My favourite hiding place is
- If I was an animal at this moment I would be a
- If I weren't here I would be
- What drew me here today
- Why I was given my name
- What my name means to me
- Something I gave up to be here in this workshop is
- My idea of a good friend is
- Something I do well is
- Something most people don't know about me is
- Something I like about my culture is
- The longest journey I have been on is
- Someone I trust and why
- A relationship I would like to heal
- A relationship I would like to make a difference to
- The highest place I have ever been is
- My personal weather and where I am right now is
- What peace means to me is
- When I am angry/sad/frightened/happy I
- A gift my culture gives me is
- A conflict I solved nonviolently is
- I feel powerful when
- One thing I am good at is
- An injustice that really upsets/bugs/angers me is
- Something I learnt about myself in this session
- Something I noticed about my behavior this session
- Something I want to get out of this workshop
- Something I bring to facilitation is
- Weather Report...e.g. "It's been a cloudy morning and the sun is coming out to brighten the day". OR "A storm is brewing".

Examples of Unconnections/Ungatherings at the end of the workshop

I leave my special name/s.....behind and I leave the workshop known as..... and

- One thing I have learnt in the workshop and how I am going to take care of my learning
- How I want to apply my learnings in my life outside this workshop.

LIFTS or LIGHT & LIVELIES

Lifts are an important part of every agenda. They may have a role to change the energy of the workshop or they may be a respectful way to mark some intense learning.

Many are fun and some are challenging. The emphasis is on non-competitive activities that avoid winning and losing, exclusion or humiliation.

These activities are often physically active so care should be taken with anyone with limited mobility that they are included in some way.

There are aspects of these activities e.g. touching, singing and blinking and even standing on paper that may present difficulties either culturally or emotionally.

Although Lifts are not usually debriefed, some Lifts may bring up something for the group which needs to be debriefed. In particular for young participants exclusion can be an issue. Both Here I Sit and Imaginary Ball have the potential for people to be missed out.

LIFTS Listed in Alphabetic Order.

Big Wind Blows
Blinking
Clapping Game
Circle Game or Stand Up
Count 1 to 10
Earthquake
Feel the Energy or Energy Hands
Here I Sit
Imaginary Ball
It's Not Easy Being Green
Jailbreak
Limbo Line
Line Ups
Make It and Pass It
Pattern Ball
Pattern Ball Challenge
Pretzel
Rainstorm
Satellite
Shake Rattle and Roll
Stretch
Team Pattern Ball
Tick a Tock
Touch Blue
Two By Two or Noah's Ark
Vegetable Cart
Wake Up the Jungle
What Are You Doing
You are Amazing!

BIG WIND BLOWS

Purpose:	To build community.
Time:	10 minutes.
What you need:	Participants seated in a circle with one chair missing.
How it's done:	<p>Facilitator stands in middle of the circle and gives the instruction that the person in the middle says " the Big Wind Blows for everyone who" (e.g.. had breakfast this morning, is wearing red, has a brother, likes chocolate).</p> <p>All the people for whom the statement is true stand up and move to another chair. The person who cannot get to a chair is 'In' and goes into the centre of the circle and calls out the next characteristic for people to move.</p> <p>When the 'In' person calls out "Hurricane" everyone moves.</p> <p>When the activity is finished, the facilitator draws in the extra chair so everyone is now seated.</p> <p>Variations: People cannot move to the adjoining chair. The characteristic must be one the 'In' person has.</p> <p><u>Hurricane</u> - anytime during the workshop, one of the facilitators may call out "Hurricane". Then everyone moves to another seat and continues with the workshop.</p>

BLINKING

Purpose:	To change energy in the workshop To experience non-verbal connection.
Time:	5-10 minutes.
What you need:	Participants seated in a circle with one chair less and one person standing in the middle of the circle.
How it's done:	<p>Two people in the circle exchange blinks or blink at each other. Then they quickly try to change chairs.</p> <p>The person in the middle tries to reach one of the empty chairs before either of the people who blinked.</p> <p>Variation: Nodding instead of blinking if more appropriate</p>

CLAPPING GAME

- Purpose:** To experience and practice cooperation and non-verbal communication.
- Time:** 5-10 minutes.
- What you need:** Circle of participants.
- How it's done:** One or two people leave the room and the rest choose an object to be the target.
- The people outside return and the group leads them to the object by clapping. Louder clapping for closer to the object and softer clapping for further away. The volume of the clapping directs the searchers to the target object.

CIRCLE GAME OR STAND UP

- Purpose:** To discover what the group has in common, as well as ways group members are different from one another
To build community.
- Time:** 10 minutes.
- What you need:** Participants either standing or sitting in a circle.
- How it's done:** Facilitator invites everyone to step forward or stand with a statement such as.....
- Everyone who is a single child
 - Everyone who has told a lie in the last week
 - Everyone who has had a death in this family over the last year
 - Everyone who remembers being sunburnt as a child
 - Everyone who likes the smell of newly cut grass.
- These statements can relate to the topic being worked with in the workshop, e.g. Anger, Fear, etc.
- Once people have stepped forward or stood, they acknowledge each other non-verbally and then return to different places in the circle.
- After the facilitator has demonstrated a couple of statements, then the participants have the opportunity to take over the process.
- The activity finishes when everyone who wants to ask has had a turn.

COUNT 1 TO 10

- Purpose:** To experience being aware of others in the group.
(This activity is often done to occupy a group when one person has had to leave the circle for a short time. The activity finishes when the person returns.)
- Time:** 3-10 minutes.
- What you need:** Everyone in a circle.
- How it's done:** The task of the group is to count from 1 to 10.
Only one person can say each number.
There is to be no organisation as to how this is to happen.
If two people speak a number at the same time then the group starts again.
The facilitator starts by saying "**One..**".
- Variation: Numbers can be replaced by days of the week or months of the year.

Serial Story

Participants build up a story one word at a time. Each person adds one word to form a sentence and a story.

EARTHQUAKE

- Purpose:** To explore cooperation and connection in a fun way.
- Time:** 5-15 minutes.
- What you need:** Participants.
- How it is done:** Participants form groups of three, plus one extra with facilitators making up the numbers.
- Two of the triad hold hands and raise them to make a triangular shelter for the third member of the triad.
They now have a tenant in a house or a bird in a cage or a child in a cubby house.
- When the extra person calls "**tenant**" then the tenants all move to a new shelter and the extra person will also try to get into a shelter. Whoever is left over becomes the new caller.
- If "**houses**" is called then the pair forming the shelter must break up and reform with another partner, over a tenant. Again the caller will try to be part of a shelter.
- When the caller calls "**earthquake**" everyone breaks apart forms new tenants and houses.
- Note (For the very young the facilitator is the caller and does not move into the activity)

FEEL THE ENERGY

- Purpose:** To be aware of the energy in the group.
- Time:** 5 minutes.
- What you need:** Participants standing in a circle.
- How it is done:** Ask participants to hold hands and tell them that when they feel an energy squeeze in one hand they are to pass it on to the other hand.

The facilitator starts the squeeze in both directions, the activity is finished when both squeeze energies return.

Variation: **Energy Hands**.

The participants have each hand outstretched over or under their neighbour's hand. Palms must be facing each other about 5 centimetres apart. An unbroken energy circle is formed between the palms which can be felt during a period of silence.

HERE I SIT

- Purpose:** To explore participant awareness of the whole group.
- Time:** 10 minutes.
- What you need:** Everyone seated in a circle with an extra empty chair to the left or right of the facilitator.
- How it's done:** Facilitator demonstrates first. It often takes a while for participants to understand follow the sequence.

The people on either side of the empty chair can move quickly into the chair saying "**Here I sit**".

The person next to the newly empty chair moves into that chair saying "**In this chair**" (This stage can be missed out for young children).

Again the person next to the newly empty chair moves into that chair saying "**With my friend...**"
They call out the name and affirmation name of someone across the circle.
This person then crosses the circle to sit in the empty chair.

Persons on either side of the newly empty chair can move into the chair saying "**Here I sit**"
Continue until all participants have been called as a friend.

Note: It is important that when it is a facilitator's turn, they choose participants who have not been called out to be a friend.

IT'S NOT EASY BEING GREEN

Purpose:	To experience problem solving as a group.
Time:	1-20 minutes.
What you need:	3-5 circles of string of different sizes on the floor. Something to make a rattling sound
How it's done:	<p>Participants are told they are little green frogs and the circles of string on the floor are lily pads.</p> <p>The rattling sound means the the crocodile is sleeping. When the rattle stops the crocodile is awake and looking to eat little green frogs.</p> <p>The instruction to the group are "No little green frog is safe unless every little green frog is safe" and "a little green frog is only safe when both their feet are on or above a lily pad".</p> <p>As the activity proceeds the lily pads are removed until only one is left and the little green frogs have to work out how to have everybody's feet on or above that lily pad.</p> <p>Note: at this point facilitators sit down and wait reassuring the participants there is a solution to this. Often very creative solutions are generated to keep all the little green frogs safe.</p>

JAILBREAK

Purpose:	To experience cooperating and relying on a partner to achieve the goals of the activity.
Time:	10 minutes.
What you need:	Participants in pairs Chairs in pairs around the room.
How it's done:	<p>The pairs of participants link arms and sit in the pairs of chairs. Arms must remain linked for the whole activity.</p> <p>Each pair is given a number which remains their number. One pair of chairs become 'the Jail'. The pair that is 'In Jail' calls out two or more numbers.</p> <p>The pairs whose numbers are called must get up while remaining linked, and try to get to a different pair of chairs that is not 'Jail'. The pair that is 'In Jail' also gets up and tries to get into chairs that are not the 'Jail'.</p>

Whoever lands in the 'Jail' chairs then calls out two or more numbers and the activity continues in this way until the facilitator calls it to stop.

If "**Jailbreak**" is called, then all the pairs must move.

Variation:

If the activity is going well then the group can be divided into three's instead of two's if the numbers are right.

The activity is done in the same way.

LIMBO LINE

- Purpose:** To experience the challenge of working together with a simple physical task.
- Time:** 15-20 minutes.
- What you need:** Groups of 5-6
One fine rod per group. The lighter the rod the better.
- How it's done:** Each group of participants stands in two lines opposite each other. The rod is balanced horizontally on the side of index fingers. (Palms must not be either facing up or down).
- The finger must be in contact with the rod at all times.
- Their task is to lower the rod to the floor without it falling off their fingers.
- Variations:
This can be done without speaking.
Different sized groups can be tried.

LINE UPS

- Purpose:** To explore non-verbal ways to communicate as a group.
- Time:** 10-15 minutes.
- What you need:** Standing room for participants.
- How it's done:** First Line up:
Without speaking, participants line up in order of the size of their hands from smallest to largest.
- Second Line up:
Again without speaking, participants line up in order of shoe size smallest to largest.

Third Line up:
Without speaking, participants line up in order of their birthdays from January 1st to December 31st.

After they are finished, have the group call out their birthdays starting with January.

MAKE IT AND PASS IT

Purpose: To experience non-verbal communication.

Time: 5-10 minutes.

What you need: Participants seated or standing in a circle.

How it's done: The facilitator, without speaking, starts with an imaginary lump of clay and moulds it into an object and passes it to the person next to them.

This person then remoulds the clay into something else and passes it on. Each participant has a turn until it returns to the original facilitator who packs the imaginary clay away.

Many objects could be used eg jug or umbrella etc

Variation:

Imaginary Ball

The object is an imaginary ball and can be passed across the circle. If used with youth this may need debriefing if everyone did not get a turn.

NOAH'S ARK

Purpose: To experience communication without sight.

Time: 5-10 minutes.

What you need: Participants standing around the room
Small cards with pictures or names of animals, two for each type of animal
Select enough pairs of cards for each participant to have one.

How it's done: The facilitator gives one picture to each person.

The participants close their eyes and have to find their partner by making the noise of the animal.

PATTERN BALL

- Purpose:** Experience focusing in confusion and working together as a group for a common outcome.
- Time:** 10 minutes.
- What you need:** A set of 4-6 Koosh balls with one of a different colour or size.
Participants standing in a circle. (for very young children a small seated circle often works better).
- How it's done:** Instruct the participants that the ball will go to everyone in the circle only once and then back to the starting facilitator.
- Each participant needs to remember who throws the ball to them and who they throw the ball to.
- As the ball progresses in this first round, the group must make sure that everyone gets the ball.
This can be done by a "hands up" technique or the group may find their own way to manage this for themselves.
- When the pattern has been created, then send one ball through the pattern. When successful, then slowly add other balls. This can go up to 5-6 balls.
- If this level is successful, then a FREEZE can be called and another ball of a different colour or size can be added to go backwards through the pattern.
- Variations:
This activity has many variations. Three are below.

Team Pattern Ball

Two Koosh balls are used.
There must be an even number of participants.
The Koosh balls start with people who are next to each other in the circle. Each Koosh ball travels in opposite directions and is passed to every second person in the circle. More balls can be added.

Pattern Ball Challenge

Similar to Team Pattern Ball however the numbers do not need to be even. During the activity a facilitator steps out of the circle and after a short time steps back in to the circle in a different place.
This means that the pattern is constantly changing.

No Pattern Ball

This version has no pattern at all.
Start with one ball and it is thrown randomly around the group. When that ball has found a rhythm then slowly other balls can be added. With a particularly aware group 5 balls can be kept flowing around the circle.

PRETZEL

Purpose:	To experience working together cooperatively for a common goal.
Time:	10 minutes.
What you need:	Participants standing in a circle.
How it's done:	<p>Participants hold hands. One person starts by walking under a set of joined hands taking the group with them threading through the circle. Continuing in this way the group tangles into a knot. The group then attempts to untangle the knot without letting go of their hands.</p> <p>Variations: Divide into two groups of no more than eight Ask each person to put both hands into the circle and take hold of someone else's left hand with his or her right hand No one should hold the hands of the person next to them or hold the two hands of the same person Ask the group to untangle the knot without breaking their grasp.</p>

RAINSTORM

Purpose:	To experience being part of a bigger picture. This can be a powerful experience particularly if a previous activity was of an intense nature.
Time:	5-7 minutes.
What you need:	Participants standing in a circle.
How it's done:	<p>The facilitator stands in the middle of the circle. Without any speaking, participants are to copy the actions of the facilitator when the facilitator makes eye contact.</p> <p>The facilitator places palms of hands together in front of chest, slowly turning on the spot so that eye contact is made with each participant in turn. Each participant copies the action when the facilitator is facing them and continues this action until the facilitator faces them again with a different action.</p> <p>The facilitator continues to slowly turn changing action at each round. Actions are.</p>

- Palms together
- Slowly rubbing palms together - *whispering sound*
- Clicking fingers first left then right - *light sound*
- Lightly clapping palms together – *medium sound*
- Slapping on front of thighs of legs – *loud sound*
- Stomping feet – *thundering sound*.

Now the facilitator leads the group backwards through the list of actions and the rainstorm lessens until the last round is done as a bow with palms together.

SATELLITES

Purpose: To experience a personal goal being constantly altered by outside events.

Time: 5-10 minutes.

What you need: Group of participants larger than 9.

How it's done: Everyone stands spread around the room.

Ask everyone to silently select two other people in the room without those people knowing they are chosen. Move to a position that is equidistant from each of these people.

Participants must maintain a position of equal distance from those two chosen people throughout the activity.

Allow the process to continue until the group members arrive at a harmonious stand-still. If a standstill does not occur, then stop.

Debrief.
The group may want to have another go.

SHAKE RATTLE AND ROLL

Purpose: To create an energy break very quickly.

Time: 5 minutes.

What you need: Participants standing circle.

How it's done: Participants all shake right hand counting fast to 16. Then shake left hand and count fast to 16. Next right foot counting to 16, left foot counting to 16.

Then without stopping repeat this counting to 8, repeat counting to 4.. 2..1 and last a full body whoosh.

STRETCH

Purpose:	To experience physical activity together.
Time:	10-15 minutes.
What you need:	Participants standing in a circle.
How it's done:	<p>The facilitator demonstrates a physical morning stretch and says "good morning" or "good afternoon" to the group and states their Special (Affirmation) name.</p> <p>The group copies the stretch three times in unison with the facilitator and calls out the greeting and the name of the facilitator.</p> <p>The process is repeated around the circle in either direction until everyone has had a turn.</p> <p>Variation: An animal stretch or a bridge or tower stretch.</p>

TICK A TOCK or IT'S A WHAT

Purpose:	To have fun together, change energy and release tension.
Time:	5-10 minutes.
What you need:	Everyone standing in a circle.
How it's done:	<p>The facilitator holds two items, e.g.. paper flowers.</p> <p>The facilitator turns to the person on their right and says THIS IS A TICK</p> <p>That person says to the facilitator A WHAT!</p> <p>The facilitator then repeats..... A TICK!!!</p> <p>The participant on the right then turns to the person on their right and says THIS IS A TICK</p> <p>That person says back to the participant on their left A WHAT!</p> <p>That participant turns to the facilitator and says..... A WHAT!!</p> <p>The facilitator again repeats. A TICK!!!!</p>

And so on
with each new person sending back "A WHAT"
and the facilitator sending forward "A TICK"

The pattern continues until one person is introduced
simultaneously to A TICK and A TOCK.

Some groups are able to continue through the muddle to
finish. However most dissolve into laughter and the
activity does not continue.

TOUCH BLUE

- Purpose:** To respectfully have contact with the other participants
and to have a movement break.
- Time:** 5-10 minutes.
- What you need:** Participants standing.
- How it's done:** The facilitator says that each person is to find the colour
blue on another participants and touch it.
- When everyone has found the colour blue to touch
(usually on the clothing of another) then the facilitator
asks the the participants to call out another colour to
touch.
This continues until each participant has called a colour.

VEGETABLE CART

- Purpose:** To build community.
- Time:** 5-10 minutes.
- What you need:** Participants in a circle
Facilitator in centre of circle with no chair.
- How it's done:** Each person becomes a vegetable type by calling around
the circle one by one in order - potato, carrot and beans.
- The facilitator says
"The vegetable cart is coming for the"
and calls one or two of the vegetable types.
- These vegetable types all have to move seats and the
facilitator tries to sit in one of the empty seats.
- The person left in the middle then becomes the caller.
- To have everyone move, call **"Vegetable Cart!"**

WAKE UP THE JUNGLE

Purpose:	A morning activity. To build community.
Time:	5-10 minutes.
What you need:	Participants in a circle.
How it's done:	<p>Facilitator asks all participants to close their eyes and think of an animal that lives in tungle. Tell the participants that the jungle is waking up as the dawn floods light through the trees.</p> <p>The animals start to make small sounds which get louder as they wake.</p> <p>Facilitators usually have to start the sounds and then the participants will join in. The sound usually becomes loud and then naturally stops.</p>

WHAT ARE YOU DOING

Purpose:	To experience the mismatch of the visual and the auditory.
Time:	5-10 minutes.
What you need:	Everyone standing in a circle.
How it's done:	<p>Facilitator stands in the circle and mimes an action, e.g. Climbing a tree, riding a bike, washing hair....</p> <p>The next person in the circle asks "What are you doing?" The facilitator answers something that is obviously not what they are miming, e.g. eating ice cream.</p> <p>That person then mimes the action of eating an ice cream and when asked what are you doing? ...answers that they are doing another activity, e.g. digging in the garden.</p> <p>The third person then mimes digging and so on until everyone has had a turn.</p>

YOU ARE AMAZING!

Purpose:	To experience the difference between realistic and ridiculous affirmation.
Time:	5-10 minutes.
What you need:	Participants in a circle.
How it's done:	<p>Facilitator starts by saying to the next person: "You are amazing! because"</p> <p>The statement can be something real if the the person is known to you or something ridiculous (e.g. you have lived on Mars.)</p> <p>The participant has the choice of saying:</p> <p>Yes! I AM amazing because or NO! I am not amazing for that BUT I AM amazing because.....e.g.. I can play guitar.</p> <p>This continues around the circle until everyone has either accepted an affirmation or stated their own affirmation of how amazing they are.</p>

REFLECTIONS or **SESSION REFLECTION**

Purpose:

To experience and practice reflecting back on the process and the learning of the group.

To provide an opportunity to hear the varying ideas and views insights, and experiences from the group.

To provide an invaluable opportunity for participants to be able to work through any outstanding issues and concerns left over from any activity.

Time:

10-20 minutes.

What you need:

Participants in a circle
The agenda poster and markers.

How it's done:

Reflection Brainstorm

Read out each activity listed on the agenda.

Ask the group how that activity was for them.

Invite the participants to respond by calling out a word or phrase.

Have another facilitator scribe the comments on the agenda.

This is not the time to discuss the activities so it is run in the manner of a brainstorm. However if there are any unresolved issues that need addressing, then this must be processed and not ignored. Stop the reflection at this point and use the debriefing questions around the circle to deal with the issue. Return to the reflection when possible.

Reflection Line Ups

Invite participants to stand on an imaginary line or continuum, from 'really like' to 'really did not like' for each major activity on the agenda.

Invite people to share their reasons for being in that position. if they would like to do so.

These responses can be recorded on the agenda or other poster.

Thumbs Up and Down or
Hands Up and Down

This is particularly good for children. They can indicate their view non-verbally

Thumbs /hands up – enjoyed it or learnt something

Thumbs /hands down – did not like.

Thumbs /hands sideways – not sure.

CLOSINGS

Closings function as a marker of the session finishing. This can be important to allow the participants a sense of completion for the session.

Closings usually run around the circle like connections with a statement for each participant to finish. This can be about the learning of the session.

They are often done with actions such as an Affirmation Pyramid or a Whoosh.

Examples of Closings

- Something I bring to this group is.....
- Something I like about this group is.....
- Something I learnt about myself in this session is....
- One thing that stood out for me in this session is....
- One thing I learnt about(Topic)..... is
- After that session I am curious about.....

Many connections can be used as Closings.

CLOSINGS Listed in Alphabetic Order.

- Affirmation Pyramid
- I See You Circle or Namaste Circle
- Koala Hug or Texas Hug
- Snail or Circle Spiral
- Stand By Your Key
- Weaving
- Web or Yarn Toss

AFFIRMATION PYRAMID

- Purpose:** To provide a positive session closing.
- Time:** 5 minutes.
- What you need:** Participants standing in a circle.
- How it's done:** Each person in turn moves into the circle and joins the pyramid by putting their hand (palm down) in the centre of the circle and responding to the topic
e.g. Something I like about this group is
- They may form a pyramid of hands on top of one another or they may form a circle of hands not touching.
- A facilitator starts the process.
When all hands are in a pyramid or in a horizontal circle, the hands all move downwards together then rise upwards to 'Whoosh'.
- Variation:
PYRAMID
This activity can be adapted to use with any topic.
E.g. Something I am looking forward to at lunch time/tonight.....

I SEE YOU CIRCLE OR NAMASTE CIRCLE

- Purpose:** To experience acknowledgement given and received by every member of the group.
- Time:** 5 - 10 minutes.
- What you need:** Participants in a circle.
Each person chooses a greeting that is particularly relevant for them
Some examples of greetings:
- | | |
|---------------------|--------------------|
| I see you | |
| Namaste | Shake hands |
| Shalom | Hi Five |
| Salaam | Hello |
| Hand over the heart | Japanese style bow |
- How it's done:** Each person has the chance to return a greeting and then have the chance to initiate a greeting.
- The facilitator moves to stand facing the person next to them and greets them with their chosen greeting. That person returns the greeting and the facilitator moves on to the next person.

When the facilitator gets to the fourth or fifth person, then the second person starts going around the circle.

When the facilitator has greeted everyone, then they turn and join the end of the circle so they can be greeted by the others.

This circle turns in on itself and then opens out again so the group is left standing in a circle as they started

KOALA HUG OR TEXAS HUG

- Purpose:** To provide a fun physical closing
- Time:** 5 minutes.
- What you need:** Participants standing in a circle.
- How it's done:** Form a tight circle of participants with their arms behind their neighbours' backs.
- Have the group take one step back and then two steps forward.

SNAIL or CIRCLE SPIRAL

- Purpose:** To experience making momentary eye contact as a symbol of acknowledgment.
To experience a switch from looking inward to looking outward, e.g. at the end of the workshop or after an intense activity moving into a lunch break.
- Time:** 5 - 10 minutes.
- What you need:** Participants standing in a circle holding hands.
- How it's done:** The facilitator informs the group that
- they are to follow the person in front of them until the end of the activity
 - at one point in the walk they will be able to make eye contact with each and every one in the group.
- The facilitator drops one hand and everyone turns so they can follow one another while still holding hands.
- The facilitator walks slowly inside the circle in a spiral to the centre of the circle.
- At this point the facilitator turns tightly around and faces the person behind them and acknowledges them.
- The facilitator continues in this way to face all the participants while spiraling outwards.

As the participants follow they are also able to face and acknowledge each other.

The facilitator continues to lead the group until the circle is reformed, this time with all participants facing outwards.

At this point the facilitator takes the hand of the last person in line and the group is now facing outward and away from each other.

The facilitator may wish to say something about the fact that the group was looking inward for the last activity or the workshop and now they are facing outward towards the world.

STAND BY YOUR KEY

Purpose: To reflect on Transforming Power.

Time: 10-15 minutes.

What you need: The Keys and/or elements of Transforming Power Mandala scattered around the floor.

How it's done: Ask people to stand by a Key or element that is important to them at this moment of time.
Have them reflect on how they would like to use that Key.

Participants may talk in their Key groups how they would use the Key
or
they may share with the whole group.

If this is done as a closing at the end of Day One, then the focus can be:

A Key I would like to use tonight.

And the Day Two gathering could be:

The Key I did or didn't use last night.

WEAVING

Purpose: To experience a sense of connection and cooperation.

Time: 10 minutes.

What you need: Participants standing in a circle. Note: this activity requires touching of others.

Words of the song (may be on a poster)

Weave, weave, weaving together

Weaving together in harmony and love.

How it's done: Set up the connections.

Ask each person to put their left hand in front of the tummy of their neighbour on their left, with the palm of their hand facing away from their neighbour.

Then ask each person to put their right hand over their neighbour's left arm and hold the hand that is in front of their neighbour's tummy.

Then every person will also be holding the right hand of the second person on their left

The facilitator then changes their left-hand hold so that both arms are on top of both their neighbour's arms.

Introduce the words and the tune of the song.

Slowly start the action (below) and start the singing as soon as the process is running smoothly.

The facilitator and the person holding their right hand together lift their joined arms over the head of the person standing between them

Their joined arms are now behind the person between them. Then the person on the right of the facilitator does the same ie. They and the person holding their right hand together lift their joined arms over the the head of the person standing between them

This weaving progresses all the way around the circle coming back to the facilitator.

The facilitator then starts the same weaving process going to their left all away around the circle.

Repeat the process several times.

WEB OR YARN TOSS

Purpose: To acknowledge others in the group.
A way of the group saying goodbye to each other and closing the workshop.

Time: 10-15 minutes.

What you need: A ball of crochet yarn or wool
Participants standing in a circle.

How it's done: Facilitator holds the end of the yarn firmly and throws the ball to someone across the circle, thanking that person for something that impacted them in the workshop.

Both the facilitator and the first participant now hold on to the yarn. Then the first participant throws the ball of yarn across the circle to another participant and thanks them.

Now three people have a firm hold of the yarn.

Continue this until everyone holds the yarn.

The last person throws the ball of yarn back to the facilitator with a thank you.

This creates a web connecting everyone in the circle. It can be raised above the heads of the group and lowered slowly to the floor.

It will have its own unique shape and symbolizes the connections that have been made in the group.

Variation:

Instead of a 'thank you' the group can give a verbal gift to each other.

For some groups it may be appropriate to just silently pass the ball of wool around the group.

LEARNING ACTIVITIES or Exercises

**Sorted
alphabetically**

ALIENS

Purpose:	To experience explaining the essence of a concept.
Time:	20-30 minutes.
What you need:	Groups of 4-5. Enough people to be Aliens one per group – these can be the facilitators. A focus topic e.g. Anger, Fear, Forgiveness, Love, Power, Joy, Sadness, Racism, Kindness, Compassion, etc.
How it's done:	<p>Facilitator describes the scene. e.g. It is a very windy day and the wind is howling around the building. The wind has brought in a space ship from another galaxy. Some aliens have come out of the space ship, and they are now with us. In the galaxy that they came from there is no such thing as(the focus topic).... and the task of your group is now to explain in detail everything about this topic so that these aliens get a good understanding of it.</p> <p>The groups explain to their Alien what the focus topic is and how it functions here on Earth.</p> <p>The Aliens may take notes and will report back to the whole group what they heard.</p> <p>Debrief.</p>

ARM CHAIR ROLE PLAY

Purpose:	To provide experience of dealing with conflict.
Time:	20-45 minutes.
What you need:	A pile of cards of characteristics drawn from a previous activity e.g. a list of blockers to Transforming Power, Communication, Cooperation or Resolving Conflict. Chairs in a 'U' shape facing the stage with two chairs on the stage facing each other.
How it's done:	<p>Form groups of approximately 6-10 people. Each group takes some of the cards of blockers and uses them to create two characters. These characters are in conflict.</p> <p>The performing group move to the stage and tape the cards describing their two characters in the role play to the chairs. Two volunteers sit in the chairs to start the role play.</p> <p>Any member of the role play group can move into the role and play the character. Each group member will have a turn at playing each character.</p>

When anyone from the group is ready to swap places, he/she can indicate this and sit in the chair replacing the previous person.

The facilitator calls out "**Cut**" to stop the role-play.

The role play group joins the audience.

Debrief as a group.

Include the question "**Is there a Key that would have made a difference?**"

Repeat for the other role play group.

Variation:

Open Chair Role Play

A scenario is chosen. Two chairs are placed in the circle. Volunteers play the characters, tapping on the character's shoulder to indicate their readiness to take over a role.

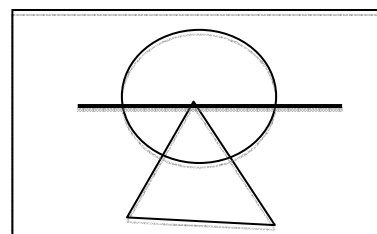
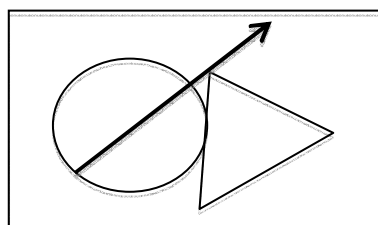
BACK TO BACK DRAWING

Purpose: To explore challenges to communication.

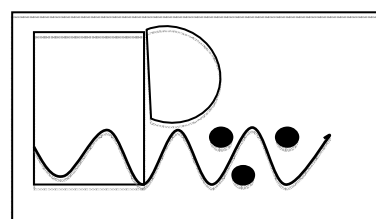
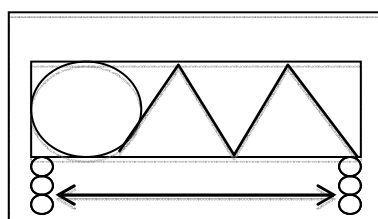
Time: 20-45 minutes.

What you need: Two simple geometric drawings for display
Paper and markers for each pair of participants
Folders to rest on. Inside the folder are the three debriefing questions
Pairs seated in two rows. Each pair sitting back to back.

Simple designs



Complex designs



How it's done:

Each person in Line 1 receives paper, a marker and a folder with questions.
Place the first drawing in front of the people in Line 2.
The people in Line 2 describe the drawing to their partner. The people in Line 1 draw what their partner is describing.

The person drawing does not look at the displayed drawing and the describer does not look at what their partner is drawing. The person drawing may or may not be able to ask questions.

As each pair finishes, the facilitator invites them to look at the original drawing and ask each other the debriefing questions in the folder.

The facilitator then asks each participant to tell the group what was the hardest thing for their partner. If they cannot remember, have them ask their partner again.

Repeat the activity with the pairs swapping roles and a new drawing.

Return to circle and ask an additional question **"Who was responsible for the drawing?"**

BALLOON TRIANGLE**Purpose:**

To experience working in groups amid confusion.

Time:

10 minutes.

What you need:

A triangle three metres across, marked on the floor
Blown up balloons one per person. Each group has a different colour
Participants divided into three groups.

How it's done:

Each group gathers with their balloons at their corner of the triangle.

They are to move all their balloons from their corner across to the side of the triangle that is opposite them.

The balloons must be constantly batted up in the air for the journey across the triangle. If a balloon hits the ground then it must start at their corner again.

The groups may only touch their own colour balloons.

This can be repeated back to their original corners.

Debrief.

Note: Often for children it is advisable to have them pop the balloons before the debrief. (Much quieter.)

BEAN BAGS

Purpose:	To build community.
Time:	5-10 minutes.
What you need:	An open space Bean bags or another item that will balance on heads.
How it's done	<p>Participants balance bean bags or other item on their heads. If the bean bag falls off they FREEZE until another member of the group comes and replaces the bean bag on their head again.</p> <p>The facilitator instructs the participants to: Walk, Skip, Jump, Hop, Run etc.</p> <p>Debrief.</p>

BLINDFOLD TRUST WALK

Purpose:	To experience and practice having to trust To experience a sense of responsibility for others.
Time:	15-30 minutes.
What you need:	An indoor or outdoor space Blindfolds or hands over eyes.
How it's done:	<p>Participants are in pairs with one person blindfolded. Each leader guides their blindfolded partner around the room or outside if appropriate for 5-10 minutes.</p> <p>Partners then swap places and the new leader guides their partner for 5-10 minutes.</p> <p>Variations: Groups of three. One is the watcher who can clap if they have any concerns. The leader may use a rag/string to lead their partner.</p> <p>Debrief.</p>

BLOCKERS

Purpose:	To explore the things that block our ability to be open to Transforming Power or any other topic.
Time:	5-15 minutes.
What you need:	Cards for writing the individual blockers on.

How it's done:

The group brainstorms:

What are blockers to Transforming Power or any other topic concept, e.g. Peace, Forgiveness, Communication or Joy, etc.

These cards are then sorted into similar types of blockers.

These blockers can be used for many activities, including

- Bumper Stickers
- Armchair Role Play
- Role Play.

BRAINSTORMS

Purpose:

To explore any topic.

Time:

10-20 minutes.

What you need:

Large sheets of paper, cards or large post-it notes and markers

A facilitator to lead the brainstorm and another to scribe.

How it's done:

Facilitators conduct a brainstorm during which words are called out by participants and scribed by a facilitator. These words are not altered or discussed. ALL words offered are recorded on the posters. The facilitator must remain as invisible as possible not repeating the words nor commenting on the contributions.

Debrief.

This technique can be used in many ways:

Trees Brainstorm

Using the idea of a tree to explore a concept:

- The roots to explore causes of the concept
- The trunk to explore the definition of the concept
- The fruits to explore the results of the concept.

Inside Outside or Facts/Feelings

Using the outline of the body drawn on a poster to explore how external things affect the internal processes of emotions and feelings and the reverse how the internal impacts the external. Write the experiences on the outside and the emotions on the inside and linking them by drawing lines

In a bubble above the head the needs that drive the emotions can also be brainstormed.

Web Brainstorm

Take an idea, write it at the top of the page and brainstorm around the idea. Then draw lines to ideas that are similar to each other. A web of connection will be created.

Variation:

Freewriting

Each person in the group writes for 5 or more minutes on the topic without stopping, thinking, or worrying about grammar, spelling, or anything else. If they run out of ideas when free writing they should write "I don't know what to say" or something similar until they start to come up with more ideas.

This may be shared in pairs, small groups or large group discussion.

Variation:

The writing may be started by one person and after 30 seconds the papers are passed on to the next person to continue writing. This can be done in pairs, small groups or the whole group.

BROKEN SQUARES

Purpose: To experience and practice cooperation
To experience and practice nonverbal communication.

Time: 20-30 minutes.

What you need: Sets of Broken Squares
Groups of 5.

How it's done: Participants are asked to remain silent.

Each group is given a set of broken squares
They are told

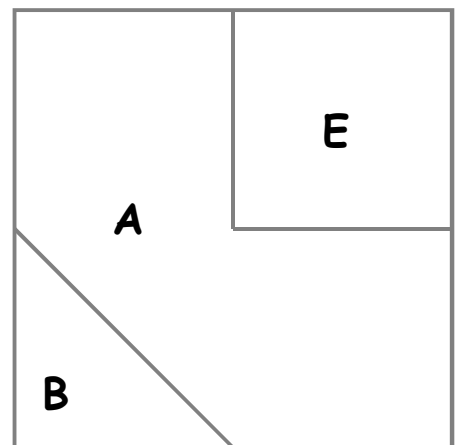
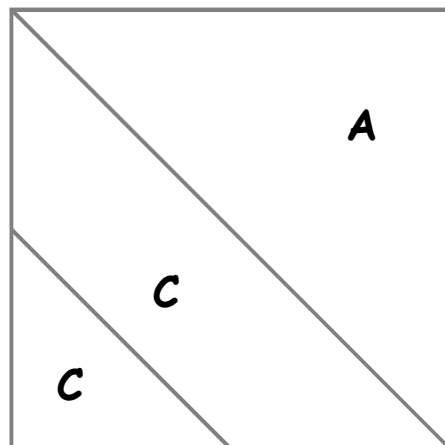
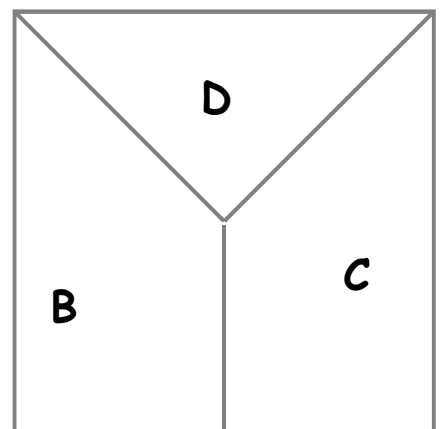
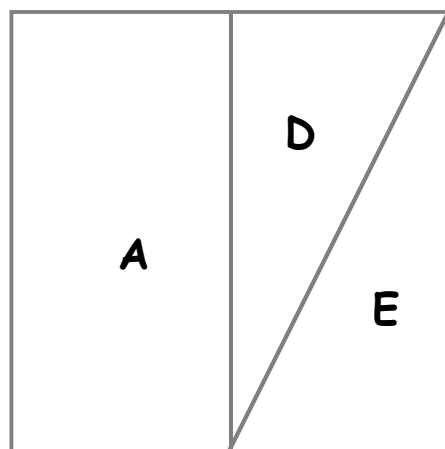
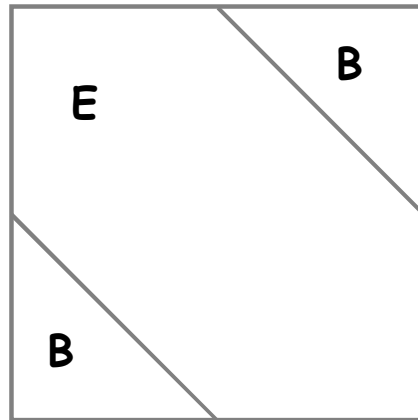
- **"The activity is finished when each person has a finished square**
- **All five squares are to be the same size**
- **You may give pieces away but may not ask for or take a piece for yourself."**

Debrief.

Variation:

Groups may be six and include an observer who reports to the large group what they saw.

If a group is having difficulty they could be told that each square is made up of three pieces.



BUMPER STICKERS

Purpose:	To explore simple methods of conveying ideas.
Time:	15-20 minutes.
What you need:	Rectangular cards and markers for each person Choose a theme that fits with the workshop, e.g. The Keys, Transforming Power, Holidays, Sport or Power, whatever is relevant to the group or the workshop activities.
How it's done:	<p>This activity can be done individually or in pairs or small groups.</p> <p>The activity is to create a bumper sticker which gives a message about the theme.</p> <p>Place the bumper stickers on display.</p> <p>Debrief.</p>

CHANGES 1-2-3

Purpose:	To practise careful observation.
Time:	10-15 minutes.
What you need:	Participants sitting in two rows of chairs facing each other.
How it's done:	<p>Each person has 30 seconds to observe their partner, knowing that the partner will change three things about themselves.</p> <p>Then the participants turn their chairs around so they have their backs to each other and change three things about themselves. For example, they might roll up their sleeves, take off their watch or button up their shirt.</p> <p>When finished the participants all turn their chairs to face each other and attempt to pick the three things that have been changed.</p> <p>Debrief with an additional question "How might this activity be relevant to your lives outside of the workshop?"</p>

COMMUNICATION VIRUS

Purpose:	To explore the different roles of communication.
Time:	Up to 45 minutes.
What you need:	<p>A simple object built using Knex, building blocks , Lego or licorice allsorts and toothpicks. This is the model of the virus</p> <p>A set of parts for each group (to build a copy of the virus)</p> <p>The virus is viewed at a station outside the room, not visible from the door</p> <p>A checkpoint at the door</p> <p>A checkpoint in the room marked off with chairs</p> <p>Three building stations in the room, ie desk and chair which cannot be seen from the checkpoints.</p>
How it's done:	<p>Divide participants into groups of three.</p> <p>Tell the group that there is a communication virus that is about to infect the whole human race.</p> <p>The virus has been isolated and scientists have immunity to the virus.</p> <p>It's been decided by the world council that teams will attempt to reproduce the virus in order to provide an immunity vaccine for the human race.</p> <p>There is a time limit of 15 minutes before the virus infects us!</p> <p>Have each group choose a scientist, a runner and a builder.</p> <p>Place the virus outside the room where only the scientists can see it.</p> <p>Have the scientists move to the door where they communicate verbally with the runner in their group, describing the virus.</p> <p>The runners are not allowed to see the virus.</p> <p>The runners then move to a checkpoint in the room, where the builders have come.</p> <p>The runners describe to the builders what the scientist described to them.</p> <p>The builders then return to their building station and attempt to create the virus according to the description given them by the runners.</p> <p>The runners are not allowed to see what the builders are building.</p> <p>The runners are able to go back and forth and communicate many times with the scientists and builders until the builders have finished or the time has run out.</p> <p>Debrief.</p>

CONCENTRIC CIRCLES

Purpose:	To experience and practice speaking and listening in a still and generous space.
Time:	20 minutes.
What you need:	Pairs seated in concentric circles facing each other.
How it's done:	One member of each pair takes their chair and forms an inner circle facing their partner in the outer circle.

Invite the listeners to **"hold a still and generous space for the speaker to speak into, even if the speaker stops speaking."**

The speaker is then given the topic and the time to speak (between 1.5 and 3 minutes).

At the end of the time, invite the participants to reflect for 10 seconds in silence. For some topics there may be feedback for 30 seconds.

Swap speaker and listener and repeat the process with the same or different topic.

When both circles have spoken, move all participants in one circle one space to the left. The pair share continues for a number of topics as appropriate. Alternate which circle speaks first.

Return to circle. Debrief.

Topics may be:

- Someone I respect and why?
- If I could invite three people to dinner alive or dead or even cartoon characters, who would they be and why?
- If everything about me had to change except one thing what would that thing be and why?
- When the going gets tough I.....
- One thing I have learnt in my life that I would want to share with someone from the future is...
- If I could wave a magic wand right now I would want it to
- One thing I would like to achieve this year that I would be pleased to tell my great grandmother about would be....

(see also Connections and Advanced Topics)

COOPERATIVE DRAWING

Purpose:	To experience a group creation process and experience group decision making.
Time:	10-20 minutes.
What you need:	Participants of groups of 3-4 Paper, markers and various coloured paper scraps and glue for each group.
How it's done:	Give a theme for the drawing/picture - Power, Love, the Keys, Friendship or Courage, etc. Ask each group to produce a single drawing/picture which in some way tells about the theme. Variation: The groups can be given one piece of paper and one marker and they take it in turns to contribute to the drawing. (This is particularly good for the very young children). This can be done in silence. Debrief.

CONSENSUS ACTIVITIES

The Your Workshop Topic activity in the Advanced workshop uses consensus decision making. Before doing this activity things that enable, hinder or block effective decision making need to be explored. These include feelings of power and powerless, being respected and disrespected, being included and excluded.

Consensus is enabled when -

- the focus is on listening to concerns rather than advocating solutions
- all views are valued, respected and considered
- everyone is able to exercise the rights and responsibilities of veto
- attempts to pressure or persuade others are avoided
- debate and argument are discouraged
- explanations of proposals and concerns are encouraged.

A consensus decision is one where everyone is comfortable that the decision is the right way for the group to go forward even though it may not be the preferred outcome for everyone. It is also known as 'Fair Process'.

FLAGPOLE

Purpose:	To experience and notice personal reactions and responses during nonverbal decision making in a group.
Time:	15-20 minutes.
What you need:	A pole or broomstick Participants in groups of 4-5 seated in a circle

How it's done:

A group stands in the middle of the room with the flagpole. Each person holds the flagpole with one hand.

The task is to "**Find the place to plant the flagpole in silence.**"

At each proposed 'planting' each member indicates whether they agree. For yes they raise their free arm.

Once all arms have been raised then consensus has been reached and the group returns to the circle.

Repeat the process for each group.

Debrief.

Variations:

Pentapus

Form a group of five. Have each person put out one hand into the centre and pile the hands one on top of another. Alternatively knot a set of five strings at one end and have each person take hold of one piece of string. In silence, at the signal, the pile of hands or the knot of string moves wherever the group wants and in any rhythm they want without losing contact: up, down, around. When the group feels ready, the movement stops.

Another group may have a turn.

Debrief.

Secret spot

Form groups of four. The members of each group are to join hands in a circle. There is no talking. Each member of the group silently picks out a secret spot in the room for the group to go.

At the signal, each member of the group silently influences the whole group to go to his/her secret spot.

Debrief.

DEEP WATER or TESTERS, WADERS, PLUNGERS & WATCHERS

- Purpose:** To explore one's own and others' personality types.
- Time:** 20-30 minutes.
- What you need:** Four large sheets of paper each with one of the words TESTERS, WADERS, PLUNGERS, WATCHERS written on it.
- How it's done:** Ask the participants how they entering a pool of water. Do they mostly -
- Test - dip a toe in first
 - Wade - move steadily in from the shore
 - Plunge - dive straight in
 - Watch - learn from others experience.

Now ask them, using these descriptions, how they tend to make decisions.

Ask the participants to form a group and gather round the word on the paper that describes their decision making style.

Each group brainstorms the characteristics of their own group on their sheet of paper.

Each group in turn shares their findings about themselves with the large group.

Optional: Each group can also brainstorm what they think the other groups would think of them and what they think of other groups.

Each group can also be offered the opportunity to revise or add to their description of themselves.

Debrief.

DINNER PARTY

- Purpose:** To explore and experience the impact of labelling people as stereotypes.
- Time:** 20-30 minutes.
- What you need:** Cards and masking tape.
- How it's done:** Ask participants to think of an event where people gather which is relevant to the them. For example, birthday party, dinner party, work place meeting, school assembly or council meeting.

Brainstorm on cards the types of people that are likely to be present, e.g. the Snob, the Authoritarian One, the Clown, the Shy Man, the Arrogant Child or the Sleaze, etc.

Shuffle the cards and tape one of the labels to the back of each participant.

The participants stand up and role play the event or gathering. They are to check what the other persons' labels are and relate to their label without telling them what it is.

After a time of moving around in the event, the participants return to the circle. Each participant tries to guess what label they have on their backs.

Debrief.

ENVIRONMENT SCULPTURE

Purpose: To allow participants to share symbolically what is significant for them as a community building process.

Time: Up to 30 minutes.

What you need: Access to a suitable outside area
Clear space in the workshop room.

How it's done: Participants move around the room randomly, increasingly faster and more chaotically until the facilitator calls "**Stop.**"

Then everyone is invited to silently and slowly wander around outside picking up three objects of interest to bring back and speak about to the circle.
On their return participants sit in silence.

Invite everyone to speak in turn about their experience as they place their objects to form a group sculpture in the centre of the room.

The group then walks silently around the sculpture.

Debrief if required.

Variations: The selected objects may be topical, e.g. things that relate to my culture, family or my life now.

FACE 2 FACE AND PAIR SHARE

Purpose:	To explore 'holding the space' listening and affirmation of self and others.
Time:	Up to 20 minutes.
What you need:	Chairs pushed back to clear space in the workshop room.
How its done:	Phase One: (particularly for younger participants or if the group seems to be very self-conscious.)

Form pairs standing back to back.

The facilitator asks the participants to follow the instructions.

Facilitator calls:

'Face 2 face' and the participants jump to face their partner

'Back 2 back' and the participants jump so they are back to back with each other.

Repeat these instructions several times.

Then **'Change partners'** and the participants find a new partner and stand with them.

Repeat this cycle a few times.

Phase Two: (to start the speaking and listening process)

The facilitator gives a question for the participants to answer to their new partners after the direction to **'change partners'**.

Possible questions....

What's your favourite colour?

What's your favourite sport?

What makes someone a good friend?

Who do you respect and why?

After the question is answered by both, then give a few 'face 2 face / back 2 back' instructions before the next 'change and question'.

Repeat this cycle several times.

Phase Three:

Then for the last question continue on to the Pair Share.

Pair Share

What you need: Chairs and participants
Pair share enquiries
The speaking subject or enquiry.

How its done: Participants find a new partner, get a chair and sit 'face to face'.

The pairs choose who will speak first (for the young it may be advisable to have those with the shortest hair speak first).

Invite the listeners to **'hold a still and generous space'** for the speaker. The speaker may choose to talk into this space or to spend some time in silence.
The listener will just give the gift of plain listening.

Note: The enquiry can vary as needed. Often the first Affirmation subject is... 'What I like about myself is....'.

Let them know each will have a turn of listening and speaking for 3 minutes each. (for the young ones it may be 1-2 minutes).

The facilitator times this and instructs the change-over.

This process may be repeated for several more enquiries.

Variation:

Everyone introduces their partners to either the whole group or another pair. Inform the group that this will happen prior to their initial pair sharing.

Debrief.

Variation:

Listening Triads

Triads are formed giving two listeners and one speaker in turns.

Progressive Pairs

This can be used at the beginning of a workshop if for some reason there are not enough people to start the workshop.

All participants and facilitators are in the circle
They divide into pairs and introduce themselves and chat.
New people join the circle as they arrive
Change pairs after 5 minutes.

FACILITATOR CHALLENGES 1 (FOR T4F)

Purpose:	To practice designing an agenda to meet the needs of a group using the building blocks as a foundation.
Time:	45 minutes.
What you need:	The Building Blocks Poster for each T4F team Manuals, paper and pens Building Blocks Card for each T4F team (below) The T4F teams will have presented their session earlier in the workshop.
How it's done:	Each T4F team refers to the Session Agenda and the Fishbowl Debrief they presented to the group.

They rate the level of competence that their group demonstrated by giving a number out of five (1 is lowest) for each of the foundational building blocks:

- Affirmation
- Community building
- Communication
- Cooperation

These are then noted on the card. Also noted are what activities have already been done.

Teams swap cards.

The teams now look at the card they have been given. They craft and write up an agenda for a session that addresses the needs of that group based on the summary provided on the card.

Give the teams 10-15 minutes to do this.

Teams show their new Session Agenda to the whole group and speak to why they chose these connections, activities, lifts and closings as a response to the assessment given to them on the card.

After all teams have done this then a group discussion may be valuable.

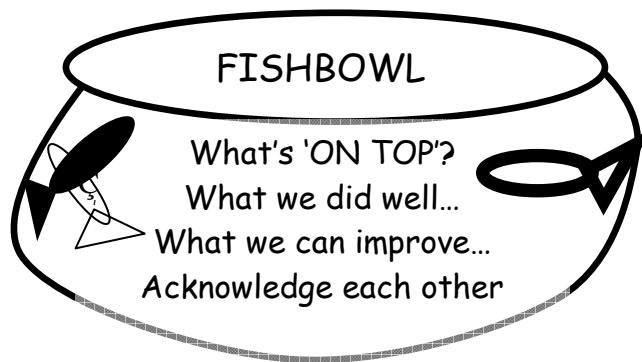
<u>BUILDING BLOCK CARD RATING</u>		1 - Barely Noticed →→ 5 - Always evident				
Activities already done in the Workshop for this group and any other comments:						
BUILDING BLOCK	1	2	3	4	5	ACTIVITIES THAT WILL ADDRESS NEEDS
Cooperation						
Affirmation						
Communication						
Community Building						
Keys to TP						
Conflict Resolution						
Conflict transformation						
Trust						

FACILITATOR CHALLENGES 2 (FOR T4F)

Purpose:	To practice as a facilitator using Restorative Debriefing Questions to manage difficult participants in a workshop environment.
Time:	45-70 minutes.
What you need:	Large post-it notes or cards and thick pens. A familiarity with the Restorative Debriefing Questions for debriefing.
How it's done:	<p>Run a brainstorm for the whole group on what type of participants they believe they would find challenging in a workshop. e.g. 'the talker': 'participant who knows a better way to do it': 'the participant who is blatantly racist, sexist etc': 'the joker'.....</p> <p>Each T4F team is asked to choose a Lift or a Gathering activity to run in which there will be a difficult participant present.</p> <p>Modelling A volunteer is requested from the group to be a difficult participant. They choose and attach the appropriate card to themselves. One of the Facilitator Team runs a lift or connection and the difficult participant causes a level of disruption. Another facilitator demonstrates the use of the questions to address the needs of the difficult participant and the needs of the group.</p> <p>Debrief this.</p> <p>Now each Participant Team finds a volunteer from their team to be their difficult participant and a volunteer from their team to be the person who manages the participant. Then the team runs either their Lift or Gathering.</p> <p>One of the Facilitator Team stands with the volunteer team member who is going to manage the difficult participant and coaches or mentors them in the use of the questions.</p> <p>After each team has completed, debrief the group.</p>

FISHBOWL OR CLINIC

Purpose:	To demonstrate and practice team debriefing in a T4F workshop.
Time:	10-20 minutes.
What you need:	Participants in a circle with an inner circle (often on the floor) of the people fishbowling. Poster of the Fishbowl.



How it's done:	<p>The group who is doing the fishbowl sits on the floor in the inner circle with a poster of the fishbowl in the middle.</p> <p>Each member of the fishbowl speaks to the first question. Then they each speak to the second question. This continues until the acknowledgement has been done by each member of the group.</p> <p>Note: In the T4F workshop, the facilitators demonstrate this process by having a fishbowl after the participants have done their presentations of the Keys to Transforming Power. When doing this demonstration fishbowl, it is essential to be honest and realistic.</p> <p>Debrief how this was for the participants to be listening.</p>
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FLOWER POWER OR ALPHAVILLE

Purpose:	To experience the feelings that are associated with belonging and not belonging (inclusion and exclusion).
Time:	20-30 minutes.
What you need:	Paper and markers for each participant. <i>Check if participants have done this activity previously they cannot be in the smaller group</i>
How it's done:	Participants are given one minute to draw some flowers – any type of flowers and any number of flowers. "There are no other instructions - just draw flowers."

At the end of a minute get them to count up the number of flowers they have drawn. The four or five with the lowest numbers of flowers leave the room.

All the rest now become the Group. They choose one or two criteria which must apply to anyone else wanting to join the group. The criteria can be serious or frivolous.

This group is to design a couple of questions that do not give away the criteria but will at the same time let the group know whether they satisfy the criteria.

e.g. Criteria: Person must like the colour purple.

Question: What colours do you like?

Criteria: Person must eat apples.

Question: What fruits do you eat?

The smaller group from outside are invited into the room. They sit in a row in front of the larger group. They are told they will have an opportunity to join the larger group. They will have to answer some questions to see if they fit in to the group.

After each person has been asked the questions the larger group gets into a huddle, to decide who met the criteria. Those who do are invited to join their group.

The invited people may accept or refuse offer. Once the process is completed, then bring the group back to the circle.

Debrief.

Note this debrief may be long as there is often much to say. If the feelings are intense, make sure all participants have a chance to answer the second and third question of the debrief by going around the circle.

Variation:

ALPHAVILLE

In this version the group outside become the anthropologists and have the task to find out what the society culture and norms are of the inside larger group.

The cultural norm for the inside group is that they only ever answer

'YES' (when the questioner is smiling) OR'

'NO' (when the person questioner is not smiling)

So when the Anthropologist asks questions the only answers they will get are YES or NO.

The activity finishes when the anthropologists guess this cultural norm or the activity has come to a standstill.

Debrief.

GOING DOTTY OR DOTS

- Purpose:** To explore the issue of group dynamics including the issues of exclusion.
- Time:** Up to 30 minutes or more depending on the debrief time needed.
- What you need:** A number of self sticking dots of varying colours which will be placed on each participant's forehead.
- How it is done:** Facilitators requests permission from the group to place coloured dots on their foreheads while their eyes are closed.
- Choose 1 or 2 people to receive a sticker that's a different colour from anyone else in the group.
Give everyone else a dot so that no colour group is less than three.
- Ask the participants to: **"Form groups in silence without revealing the colour of anyone else's dot."**
- Be careful NOT to suggest that participants group themselves according to the colour of their dots.
- When they have settled into groups, then the facilitator checks if they have finished.
- Have them sit in their newly formed groups.
- Debrief. Allow plenty of time for this debrief. This activity can be challenging for people and it is important this debrief is not rushed in any way.

GREEN OR RED MESSAGES

- Purpose:** To experience and practice speaking in both a confrontational and a non-confrontational way.
(This activity is often used with the I Messages activity.)
- Time:** 15 minutes.
- What you need:** Participants in a circle
Large sheet of paper divided into two columns labeled Green or Red. (sample below)
Red and green markers

GREEN MESSAGES	RED MESSAGES

How it is done:

The facilitator asks participants to imagine they need to request help or cooperation. A RED MESSAGE is one that might block or discourage people from responding positively.

A facilitator runs a brainstorm on what characteristics would a Red Message have. These are scribed on to the poster.

The facilitator asks participants to think about messages that would encourage someone to listen and talk with them in a cooperative way. This would be a GREEN MESSAGE.

Brainstorm what are the characteristics of Green Messages. Scribe these on the poster.

Participants can role play with Green and Red messages in pairs using scenarios they create.

or

The activity I Messages can be introduced to give a framework for the green messages.

Debrief.

Note:

Typical GREEN message responses may be: showing respect, listening, acknowledging, asking, being kind and taking responsibility.

Typical RED message responses may be: disrespect, interrupting, judging, demanding, being nasty and blaming.

Variation.

Use a Trees Brainstorm with fruits and roots for the Red and Green Messages.

GRADUATION

Purpose:

To provide a self actualising ceremony for graduation.

Time:

10 minutes.

What you need:

Completed workshop certificates for all participants.
Participants seated in a circle.

How it's done:

One facilitator hands the pile of certificates to the person whose name is on the bottom certificate.

Ask the participant to go to the new graduate whose certificate is on the top of the pile.

They present the certificate and congratulate them, (shake hands, etc.) and then give them the remaining pile. The process continues until all the participants have received their graduation certificate.

Variation:

Beforehand, have pairs decorate large envelopes with affirmation names for each other.

Put any handouts in the envelopes and hand them out with the certificates.

GRID

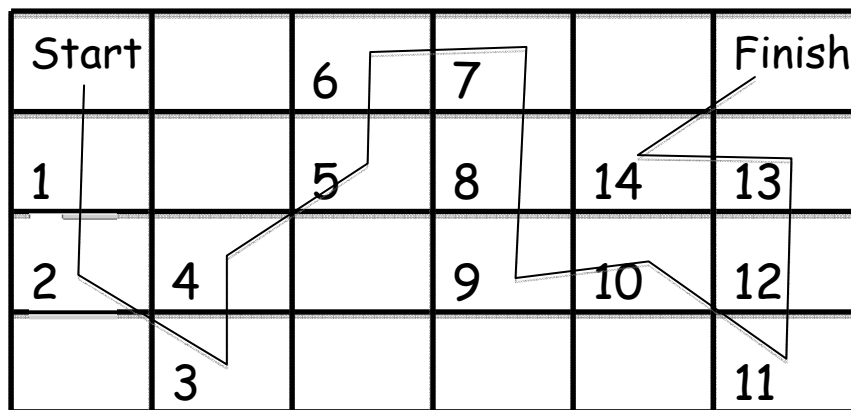
Purpose: To experience working through competition to cooperation. This can be a healing activity to bring a group back together after an intense exercise.

Time: 15-20 minutes.

What you need: A grid marked out on the floor usually about 20 squares, using masking tape if necessary.

The facilitator needs a copy on paper of the grid with a 'secret track' marked on it. This track can be simple (9 squares in the path) or more complex as below. The track must not use any square more than once.

Participants in a circle around the grid.



How it's done: One by one, the participants try to step out the secret track in the set order. Participants do not speak to each other.

If they step on a square that is not in the right order or is not on the track then the facilitator says "**Boing**" or "**Beep**" or some other appropriate sound word.

Then the participant goes backwards the way they came (the right track so far) back to the first square.

Over time the participants build on the knowledge that has been gained from the previous attempts. They often

start to indicate without speaking where the active participant could go.

Note: if the secret track is too difficult for the group then consider simplifying the rest of the path so it can be achieved.

Debrief.

HASSLE LINES ROLE PLAY

Purpose:	To provide experience of dealing with conflict and its impact on relationships.
Time:	Up to 30 minutes.
What you need:	<p>Two rows of chairs facing each other about two metres apart</p> <p>Set of Keys to Transforming Power</p> <p>A few scenarios suitable for the group</p> <p>Possible scenarios</p> <ul style="list-style-type: none">• One party is watching their favourite TV program and the other party comes in and changes the channel.• One party has prepared their garden for a wedding and the neighbour's dog has dug up the garden.• A student who did not cheat in their final exam has been accused by the teacher of doing so.
How it's done:	<p>Form pairs with each pair sitting facing each other. Each line will have a different role to play in a conflict scenario.</p> <p>Give the scenario while the participants are seated.</p> <p>They stand to do the role play. Warn them to listen for the word 'Freeze'.</p> <p>Then start the role play. When it has run for about 30-60 seconds, FREEZE the role play.</p> <p>Have the participants move back to their seats. Ask the participants to rate the relationship between each other out of five (zero being the lowest). Then ask if any of the Keys were used.</p> <p><i>Note: Very often the number of Keys being used is similar to the rating they give themselves.</i></p> <p>Invite them to find a way of using more Keys to see what might happen.</p> <p>Redo the same scenario. FREEZE. Recheck their rating and see how many Keys they used this time.</p>

If the energy for the activity is still high, then more scenarios can be done.

Come back to circle.

Debrief as a group. Include the question "Was there a Key that made a difference?"

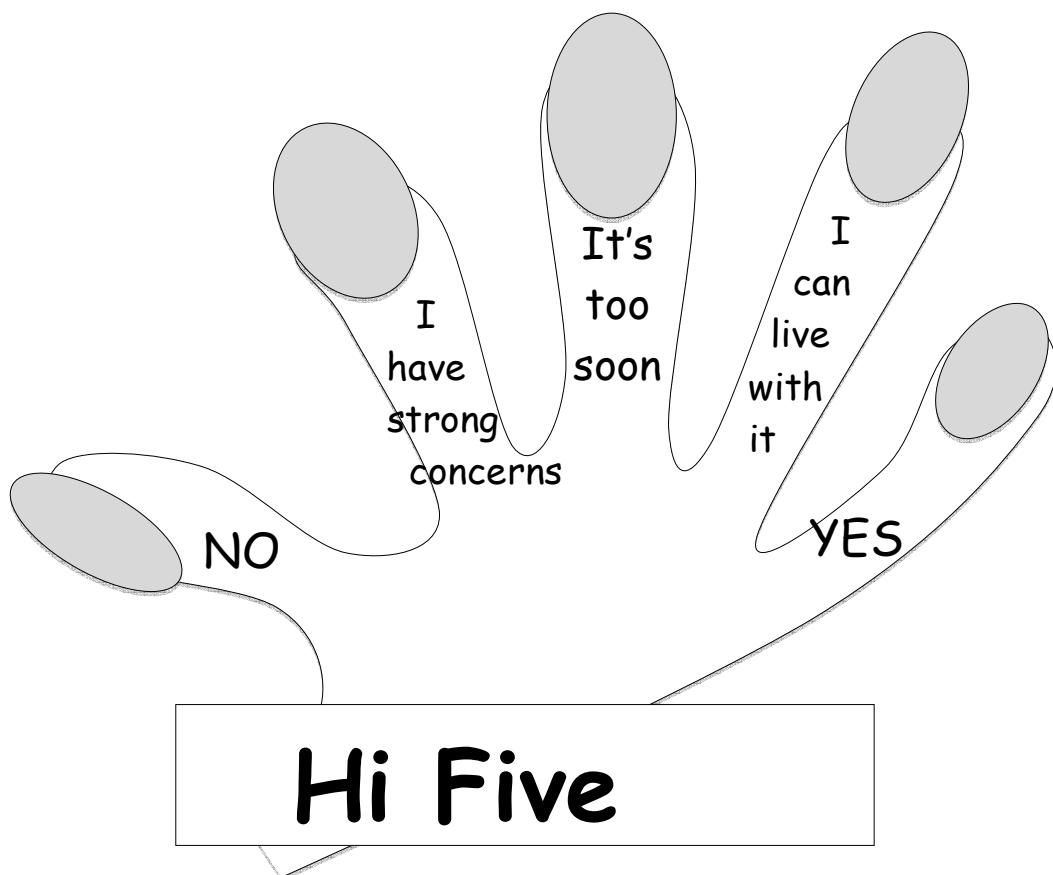
Variation. Choose a Key or element of the Mandala to practice in the role play. Let the mini role plays finish naturally without freezing. Max 5 minutes.

HI FIVE

Purpose: To explore this tool to assist the experience and practice of a consensus decision making process.

Time: Up to 30 minutes.

What you need: High Five hand poster
Participants in a circle.



How it's done: Participants are shown the 'Hi Five' hand poster and can ask any question to clarify the meanings of each number of fingers

How it's done:

Participants are shown the 'Hi Five' hand poster and can ask any question to clarify the meanings of each number of fingers.

They are then informed that when a decision is to be made this can be a useful tool.

When a proposal is made then the proposer takes on the responsibility of managing the process.

A Proposal is stated clearly and explained.
Then a 'Hi Five' is called for.

Participants put up their hand with a number of fingers visible for counting. The number of fingers represents their position on the topic. It is not a vote.

1 finger	=	NO, I need to block this
2 fingers	=	I have deep concerns.
3 fingers	=	It is too soon to decide
4 fingers	=	I can live with this proposal.
5 fingers	=	YES, I agree.

Those with Four and Five put their hands down as they either agree or can live with the proposal.

The proposer then asks the Ones, Twos and Threes to speak to their areas of concern.

When that has been done, the proposer either calls for another 'Hi Five' to check where the group is at, or the proposal is put aside.

Someone offers another proposal and calls for a new 'Hi Five'. (After some time it may be that a 'Hi Five' is called for a previous proposal to again check where the group is.)

Consensus processes can be lengthy. There are times when the facilitator might ask for a circle connection of "What is the hardest part about this for you?", or the facilitator could call a 5 minute stretch break.

Note for facilitators: The path to consensus is by listening and not persuading. It requires respecting and considering the concerns of others while respecting one's own needs.

IDEAL COMMUNITY

Purpose:	To explore possibilities for a better community. To develop community by listening and imagining.
Time:	Up to 20 minutes.
What you need:	Large paper and markers Small groups of 5-6.

How its done:

Each group is asked to design a community that meets their needs.

Variation: the community can be specific, e.g. a school community or a cultural community.

The group represents their community on paper. It can be drawn or written.

Note: This often takes a lot of time listening and negotiating and sometimes the paper is divided to present two different communities.

The group then reports back about their community to the whole group.

Debrief.

I MESSAGES**Purpose:**

To experience and practice using assertive communication.

Time:

15-20 minutes.

What you need:

A poster of the 'I message'

A list of scenarios if required

Possible scenarios could be:

- Somebody pulling out your computer cord when you have not yet saved the document
- Somebody spilling garbage in the communal garbage area
- Somebody borrowing and not returning your tools
- A nervous passenger concerned that the driver is driving too fast.

I MESSAGES

When.....happens

The impact on me is.....

What I would like to have
happen now is.....

How it's done:

Two facilitators seat themselves in two chairs in the centre of the circle facing each other.

The two facilitators role play a short scenario where there is an escalation of a conflict. e.g. A teenager's messy room with mother and son in conflict.

Replay the conflict with first the mother, then the son each giving an I message.

Form pairs in the circle. Give each pair a copy of the scenarios, or they can find a scenario from their lives.

If appropriate, remind the group about Green and Red Messages.

Each pair in turn role plays their scenario and practices using the I Message format.

The pairs acknowledge each other and face into the circle.

Debrief.

I MOVE – YOU MOVE**Purpose:**

To experience physical activity together.
To learn through physical activity about how others express their emotions.

Time:

10-15 minutes.

What you need:

Participants standing in a circle.

How it's done:

The facilitator names an emotion related to the selected topic. They then demonstrate a physical movement and make a sound expressing that emotion. e.g. anger, fear, joy, excitement, disappointment or achievement.

The group copies the movement and sound three times together with the facilitator.

Then the person on either side of the facilitator chooses a movement and sound for the group to copy.

This continues until all the participants have demonstrated a movement and sound.

Debrief.

JELLY BEAN JAR

Purpose: To experience and practice consensus decision-making
To experience and practice cooperating and dealing with power.

Time: 30-45 minutes.

What you need: Jar containing jellybeans which have been counted beforehand
Poster to record the estimates
Markers
Papers and pens for all participants.

[illegible]

How it's done: Set the jar of jelly beans in a place where all participants can see it, or pass it around the circle for everyone to examine.

Individual decisions.

Have each person estimate the number of jellybeans
Write down their estimate on a piece of paper
Record the estimates in the first column of the poster
next to the participants' name.

Pair decisions

Form pairs, and ask the pairs to find an estimated number they can both agree to.
Record the estimates for the pairs in the second column.
Also record the reason for their decision in the second column, e.g. 'lucky number', 'average', etc.

Small group decisions

Have the pairs merge into groups of 4 or 6.
Invite each group to repeat the process of coming to a joint decision without voting
Record the new estimate and their reason for their decision in the third column.

Full group decision-making

Have the groups merge into one group
Invite the full group to come to a joint decision again without voting.
Record the new estimate and their reasoning.

Tell the group the actual number of beans in the jar and compare it with the estimates.

Debrief.

Variation:

Introduce the 'Hi Five' decision making process to assist with the decision making.

KEYS TO:**TRANSFORMING POWER/HIP HAPPENING/PEACE**

Purpose:	To introduce and explore the Keys to Transforming Power.
Time:	30-45 minutes.
What you need:	Keys and floor Mandala. Mandala Poster Personal stories prepared by the facilitators Participants in a circle.
How it's done:	Randomly place Keys on the floor and the mandala in the middle of the circle. Ask for volunteers to name the colour of a Key and read the description for the Key. One facilitator tells a true story of how these ideas made a difference to a difficult situation.

Ask participants if they can see a Key being used in the story. As each Key is mentioned, the facilitator picks it up and turns it around to point outwards. When all the keys are moved then the facilitator introduces the concept of Transforming Power.

Invite stories from participants and explore which keys were used. If no stories are offered then another facilitator can tell their personal story.

Variations:

A Conflict I Solved Nonviolently

To stimulate participant stories, participants can move into groups and share on the topic of: A conflict I solved nonviolently. Each group then chooses one story to retell to the whole group.

Each group is given the five elements of the Mandala or the Keys and asked to reflect on whether any of these elements or Keys relate to their story.

Each group in turn reports back their findings. From this the facilitator draws together the Mandala and introduces the concept of Transforming Power.

The very young can colour in and cut out the Keys. Then they can choose a favourite Key and tell the group why they chose that one.

KEYS TO TRANSFORMING POWER REVISITED

Purpose: To re-presence the Keys to Transforming Power.

Time: 15-20 minutes.

What you need: Keys and Mandala
Photos (50 or so) of various events and peoples
Participants in a circle.

How it's done: Lay out the photos. Ask participants to select a photo and tell a partner what Key they see in the photo.

Participants introduce their partner and tell the whole group what Key their partner saw in the photo.

Variation: Do this as a consensus activity to select a picture to represent Transforming Power. Each person selects one picture then in pairs discuss their pictures and select one picture, then in fours, then in eights, and then in the whole group discuss and select one picture

KEYS TO TRANSFORMING POWER REMEMBERED

Purpose:	To re-present the Keys to Transforming Power.
Time:	10-20 minutes.
What you need:	Keys and Mandala Paper and markers and/or colouring pencils and/or paint, glue and magazines.
How it's done:	Participants produce a drawing or a collage that tells what the Keys to Transforming Power means to them. Participants can - <ul style="list-style-type: none">• Share in pairs• Share in small groups• Lay the drawings down and give the group time to look at all the pictures in silence. Variation: See Bumper Sticker activity.

KEYS TO TRANSFORMING POWER QUERIES

Purpose:	To experience and practice the Keys to Transforming Power in everyday life.
Time:	10-20 minutes.
What you need:	Keys and/or Transforming Power Mandala placed in middle of the floor. Set/s of the Queries on strips of card. Handout of Keys/Transforming Power Queries optional

QUERIES

Do I listen to the other person to find out what is the matter?
Do I ask questions when I don't understand something?
Do I try to work things out when there is a problem?
Do I say how I feel?
Do I ask how the other person feels?
Do I let people talk about what is upsetting them before I try to help them?
Do I tell the truth when I have done something wrong?
Am I OK that other people are different to me?
Do I take responsibility for myself?
Do I try to make things fair?
Do I get scared but still be courageous and do the right thing?
Do I expect the best?

If appropriate then there are other queries:

Do I reach out to the other person, and appeal to their reason?
Do I forgive myself, and others?

How it's done:

This activity can be done in pairs or as a whole group, depending on the age and independence of the group. Each person is handed one or more query.

If working in pairs the partners discuss for 5 minutes how the queries relate to their life then tell about one of the queries to the large group.

If working individually the person can tell the whole group how a query might relate to their life.

After each of the queries are spoken about, the strips are placed on the floor like spokes of a wheel around the Mandala.

Debrief.

LEGO LISTENING**Purpose:**

To explore challenges to communication.

Time:

20-45 minutes.

What you need:

Lego/Knex pieces (Construction kits)
Choose 5-10 pieces that can be made into a small construction.
Make up identical sets, enough for each person.
Half of these sets are assembled into the same construction and placed in envelopes.
The other half of the sets are placed loose into envelopes.

How it's done:

Divide into pairs and sit back to back.

Give each pair a small construction and a loose set in envelopes.

The partner with the construction describes how to construct it to their builder.

They can communicate but cannot look at each other's construction.

When finished, the partners compare the constructions.

Debrief.

Note. This activity often causes tension between partners. It is often good to follow this activity with Grid to assist in the integration of the strong feelings.

LET'S BUILD

Purpose:	To experience and practice working together cooperatively and non-verbally.
Time:	30-40 minutes.
What you need:	Knex or lego construction sets for each small group Groups of 3-5.
How it's done:	<p>Give each group a construction set in a clear plastic bag.</p> <p>Participants are asked not to open their construction set bags.</p> <p>Their task is to make one thing from their construction set.</p> <p>They have 2 minutes to plan their construction and then they build in silence.</p> <p>After about 5 minutes check if any group if needs more time and give another couple of minutes if required.</p> <p>Each group returns to sit together in the circle with their construction.</p> <p>Debrief. Each group is debriefed separately.</p>

LINE UP POWER

Purpose:	<p>To experience publicly acknowledging where they place themselves on the power and influence continuum.</p> <p>To experience being moved and moving others on that continuum.</p>
Time:	20-30 minutes.
What you need:	Participants need to have done the lift 'Line Ups' immediately before this.
How it's done:	<p>The facilitator tells the participants that this new line up does not need to be done in silence.</p> <p>Ask participants to line up in order of power and influence as they see themselves in this workshop.</p> <p>Participants will often not want to do the activity. If this occurs, inform them</p> <p>Usually they will ask what was the purpose of the activity – tell them that they would find that out if they did the activity. Like all experiential activities, it cannot easily be described.</p>

If the group decides to continue with the activity, the facilitator waits until the group has lined up from the most influential and powerful to the least influential and powerful.

The facilitator then tells the participants that they will come out one by one to stand beside the facilitator and move two people in the line to different places if they wish to do so.

One by one, the facilitator chooses the participant to come and move people. The choice of who comes out next is the last person in the group to be smiling or some other random method. Ensure that everyone is chosen.

If the participants ask how the order was chosen, then tell them after the activity has been finished.

Debrief.

Note: This activity is one that can bring up intense feelings. There needs to be a lot of silence and respectful acknowledgement of the challenges that this presents for most people.

MACHINE

Purpose: To experience physical cooperation with a group.

Time: 10-15 minutes.

What you need: Participants in a circle.

How it's done: A facilitator informs the group that they are going to create a machine.

Each person thinks of an action and a sound to go with it.

One by one the participants go to the centre of the circle and add their movements and sound to the machine. Each participant continues to repeat their movement and sound until all participants have added to the machine.

Debrief.

Variation:

This activity can be topic related, e.g. anger machine, fear machine, power machine etc.

Sculpture

This activity is done as a statue without movement or sound. Sculpting can be done for a particular topic e.g. Anger, Compassion, Fear, Joy, Forgiveness Shame

MASKS

Purpose:	To explore the issue of power in groups.
Time:	45-60 minutes.
What you need:	<p>Poster of the rules for the groups. Masks (participants can mask their faces with one hand). Cards for the prioritising task. or Paper and masking tape per group for the alternative task of building a free standing tower over two metres high.</p>
How it's done:	<p>Divide into two groups.</p> <p>One group is taken outside to become the Mask group. The other group remains inside as the Unmask group.</p> <p>A facilitator with each group gives the instructions. The rules are explained to each group separately.</p> <p>Each group is instructed that they will have a task to do when they are together. They will have a list of things to prioritise. These can be society's values (as below) or can relate to the groups local environment e.g. playground equipment.</p> <p>Variation: Group can be asked to do a construction activity with Knex, or paper and tape, e.g. build a bridge, tower.</p> <p>The Mask group returns to the room.</p> <p>Facilitators display the rules posters and hand the Masks the cards or building materials for the group task.</p> <p>When either the group task is complete or it is obvious that the activity has come to a standstill, then the facilitator invites the group to return to the circle At this point the facilitator may choose to allow removal of the masks or they may simply wait until the group members removes their masks.</p> <p>Debrief.</p> <p>If there are intense feelings about this exercise, it is important to give everyone the opportunity to speak to the second and third question of the debrief questions by going around the circle and speaking in turn.</p>

MASKS

Instructions to the group

You are all a problem solving group. Half of your group are wearing masks.
As a group, your task is outlined below. The Rules are:

1. Masks may only speak to an Unmask by asking permission from an Unmask
2. Unmasks may speak without asking permission from anyone
3. Masks must address all masks formally,
i.e. by the title of Mr. or Ms. plus the Unmask's name
4. At any time, Masks may address other Masks informally
5. Unmasks may address everyone informally
6. If the rules are broken repeatedly the participant may be asked to remain silent.

The Task: Prioritise the cards in order of importance. (Society Values)	
<ul style="list-style-type: none"> --- Low productivity standards --- Pollution and the environment --- Disease & poor health --- Labour-management disputes --- Racial tensions --- Inadequate housing --- Low educational standards 	<ul style="list-style-type: none"> --- Unemployment --- Overpopulation --- Drug traffic --- Addictions --- Crime – no respect for law --- Government reform --- Inflation
The Task: Prioritise the cards in order of importance. (School Values)	
<ul style="list-style-type: none"> --- Healthy food in the canteen --- Lollies and ice cream in the canteen --- No detention --- No homework --- Uniforms not compulsory --- Free pens and pencils --- Music compulsory 	<ul style="list-style-type: none"> --- Allowed to drive to school --- Jewelry with school uniform --- Weapons --- ipods --- Mobile phones --- Suspensions --- Compulsory school leaving age
The Task: Prioritise the cards in order of importance. (Prison Values)	
<ul style="list-style-type: none"> --- Laundry service --- Food service --- Accommodation for visitors --- Telephone service --- Racial tensions --- Overcrowding --- Educational programs --- Religious services 	<ul style="list-style-type: none"> --- Availability of jobs --- Payment for employment --- Treatment for addictions --- Noise in housing units --- Library services --- Medical care --- Mail & packages --- Communicable diseases

PAPER TEAR

Purpose:	To experience cooperation and surrendering control to produce a group outcome.
Time:	10-15 minutes.
What you need:	Groups of 3-4 participants Large paper – 1 piece per group.
How it's done:	<p>This activity is done in silence Each group takes turns to tear their paper to create the shape of an animal Each member of the group makes a single tear at each turn Continue passing and tearing the paper until the shape of an animal is created.</p> <p>Debrief.</p> <p>Variation: Pass the paper around in each group for a finite number of turns for each member of the group, for example, 4 turns, and stopping regardless of whether the animal is finished.</p>

PARTIAL KNOWLEDGE

Purpose:	To experience the effects of partial or incomplete knowledge on our perception of others and on levels of personal trust.
Time:	Up to 30 minutes.
What you need:	<p>One of the facilitators should select 15 to 20 facts about themselves The facts should be truthful but ambiguous. Some of the facts should sound positive, some negative, and some neutral, based on common assumptions and stereotypes about what makes a person trustworthy. For example, someone who works in a prison could say, "Is in and out of prison." Group the facts into stereotypes to create 3 - 5 profiles on separate cards.</p>
How it's done:	<p>Divide participants into small groups, one for each profile card.</p> <p>Place the trustworthiness graph on the wall and explain the rating system of 1 to 10, from least trustworthy to most trustworthy.</p> <p>Give each group one fact sheet. Each group decides on a trustworthiness number for the profile on the card they have.</p>

Each group reads out their profile and says why they chose their trust rating.

The trust rating is put up on a display graph.

Next inform them that all the cards are describing a single person.

Have all the cards read out again.

Then each group considers if they want to change their trust rating. Then they give a final trust rating with the reasons.

Graph these decisions.

Debrief, while remaining in their groups.

Inform the participants this is a real person. (If it is a profile of one of the facilitators they can be told they know the person).

Variation:

A famous person can be used.

e.g. Nelson Mandela (for three groups).

- Sentenced to life imprisonment for violent crimes
- Encouraged violence
- Links with terrorism
- Family members linked with murder.
- Grassroots civil rights activist
- Tireless worker for justice
- Loving father
- Willing to suffer persecution
- Former president of industrialised country
- Connections with the World Bank
- Many friends in high places
- A world statesperson.

Discussion may be generated.

PERCEPTION PICTURE

Purpose: To explore how the same object or situation may be interpreted differently by different people.

Time: 10-20 minutes.

What you need: Participants in small groups of 3-4
A copy of the perception picture for each group
If required, other perception pictures.



Picture designed E. G. Boriig.

How it's done: Each group is given the perception picture and are asked to discuss with each other what they see.

Some will see the young woman and some will see the old lady. Some will also see other things in the picture.

Ask them to help each other to see the different perceptions.

While they are in discussion other perception pictures or optical illusions can be put on the floor for exploration by those who have finished.

Debrief.

PERSONAL SPACE

- Purpose:** To experience our own sense of personal space and explore similarities and differences with others.
- Time:** 10 minutes.
- What you need:** Participants divided into two pairs arranged in two lines 4-5 metres apart and facing each other.
- How it's done:** Have each participant approach their partner slowly and steadily. When either of the partners feels they are as close as is comfortable for them they put up one hand in a Stop signal. The other partner must stop at that point.
- This can be repeated with different pairs.
- Debrief with the additional question of how does this activity relate to your life?

PIPE CLEANERS or PLASTICINE

- Purpose:** To acknowledge what needs to be put aside to be 'present' in the workshop.
or
To experience forming an idea and expressing it by making a model about the workshop topic.
- Time:** 10 minutes.
- What you need:** Two pipe cleaners for each person.
A tray or container.
Workshop topic or focus area (if required):
e.g. Fear, Love, Relationships, etc....
- How it's done:** Ask people to think about the things that they have left behind to be in this workshop or about the things they could be doing instead of being here.
- Hand the pipe cleaners to the participants and ask them to make a model of something they have left behind or something they will not be doing.

When they have finished collect the models in a container. Participants may share what their model represent.

The container of models is brought to the circle in the ungathering and the participants may choose to take their

Variation:

Use plasticine, modelling clay, pegs, twigs, or paddle pop sticks for making a model relating to the workshop topic.

POTATO - MY POTATO

Purpose: To explore how recognising individual differences impacts relationship building.

Time: 10-15 minutes.

What you need: Bag of potatoes with at least enough for one for each participant.
Participants in a circle.

How it's done: Pass around the bag of potatoes and ask each participant to choose one.

Invite participants to look at their potato carefully and get to know it.

Participants sometimes give their potato a name and a life story.

Participants then introduce their potato to the people on either side of them and/or to the whole group.

When this is done request that the participants take a last look at their potato and put it in the centre of the circle. A facilitator mixes them up and then invites a few people at a time to come and pick out their own potato.

Debrief. An additional question might be how might this activity relate to life outside this workshop.

POWER 1-2-3-4

- Purpose:** To experience and explore the power of veto.
- Time:** 30 minutes.
- What you need:** Paper and markers for each group of 4.
Coloured Voting papers red, blue, green, yellow for each group.
Groups of four.
- How it's done:** Request permission to become an autocrat (THE BOSS) for this activity and do what I say.

Tell the groups that they have a large sum of money to decide how to spend.
e.g. primary school children \$100, high school students \$10,000, for adults \$500,000.

Inform the group of the First condition.

- **All decisions will be made by voting.**

The groups start discussing their decisions. When they have started to make decisions, hand out the pieces of coloured paper. Each group gets one of each colour and.....

Inform the group of the Second condition.

The votes are counted in this way:

- **Green has 4 votes**
- **Red has 3 votes**
- **Blue has 2 votes**
- **Yellow has 1 vote.**

Ask each colour group how it is for them to know this.

The groups continue with their decision making.

After they have had time to explore the impact of the colours on voting power:

Inform the group of the Third Condition.

**Decisions must be made by 6 votes
no more and no less.**

The groups are asked to make their final decisions.

Debrief.

Note for Facilitators only:

- *Every number has the power of veto.*
- *Number 2 is needed for any successful vote.*
- *The constraints gave most power to the '2 vote'.*

PUZZLING

- Purpose:** To explore the issue of initiative, leadership and assumptions of rules.
- Time:** Up to 30 minutes.
- What you need:** Puzzles of different 2-sided pictures cut identically into about six large pieces (*see sample template in AVP Education Collection*)
One puzzle per group of 3 or 4
From these puzzles, take one piece of the same shape and put it in to a different envelope. This means each puzzle has one piece that is the right shape but has the wrong picture on it.

- How it's done:** Have participants sit in groups of three or four.
- Give each group a puzzle and tell them there are only two instructions for this activity.

"Build your puzzle"
" Do not speak".

When participants realise the problem with the puzzles, they might want to ask questions.

If so, the facilitator repeats the two instructions

"Build your puzzle" and **"Do not speak".**

When the groups are satisfied with their puzzles then the facilitator first acknowledges that they are aware that when people were asking for help that the response was abrupt and inflexible. The facilitator apologises for the impact this may have had. (This is an important part of the activity for young people).

Debrief.

(This can also be debriefed in the context of Peace LeadersHIP. e.g. Does this activity tell us anything about Leadership?

If the group is struggling to recognise the subtleties of leadership then ask them to think silently about any Keys they used during the activity.

Then the facilitator can ask: If there is any relationship between the Keys and leadership?).

QUADRANTS OR GETTING IN TOUCH

Purpose: To experience the diversity of the personal views and beliefs of others on a topic.
Variation: To note any changes in personal views over time.

Time: 30-60 minutes.

What you need: For each participant – dark markers and paper divided into four squares with the topic questions printed in the squares. (For questions for some topics, see below)
Alternatively, the questions can be read.
Masking tape.
Participants around the room able to write or draw.

How it's done: Participants are asked to finish the sentences in the four squares on the paper. They can be finished in sentence form or single words or drawings. Let the participants know that others will be reading what they write or seeing what they draw.

When they have finished, ask them to tape the paper to themselves in a way that they find comfortable and that others can read it. Participants then move around the room looking at other participants' sheets of paper. This activity is done in silence.

After about 15 minutes, ask them to return to the circle.

Debrief.

Variation:

If done in the early part of the workshop, collect all the sheets of paper after the exercise. Have participants put their names on them. Towards the end of the workshop, this activity can be done again. Let participant know this will not be shared. After they have completed their sheets, then hand out the sheets done earlier in the workshop for them to compare. Participants can share what comes up for them if they choose.

Topic questions:

Anger:

- I feel angry when.....
- How my anger impacts me.....
- How other people's anger impacts me.....
- Something thing I would like to do differently around anger is.....

•

Power:

- I feel powerful when.....
- The hardest thing about having power is.....
- I feel powerless when.....
- The hardest thing about other people's power is

Self Control:

- I have self control when.....
- I lose self control when.....
- The hardest thing about losing my self control is.....
- The impact on others when I lose my self control is....

Patience:

- I can be patient when.....
- I can be impatient when.....
- The impact on others when I am impatient is....
- When others are impatient the impact on me is....

Fear:

- Things that scare me are.....
- The hardest part about being scared is.....
- The hardest part about seeing other people's fear is.....
- One thing I would like to change around fear is..

Communication:

- I find it easy to communicate when.....
- I find it hard to communicate when.....
- Things that block my ability to communicate are...
- One thing I can do to help me communicate...

Role Plays including Theatre Groups

1. Theatre Groups... give only 5-10 minutes for their preparation.

Each group needs large paper and markers

Divide the participants into two or three groups (no more than five or six in each group)

Each group is to be a troupe of actors and players.

Each group is given 5-10 minutes to choose a name for the troupe and to plan a way to present themselves to the rest of the participant group – song, dance, poetry, poster, etc.

Each troupe presents this mini performance to the rest of the group as their audience.

ROLE PLAY PREPARATION

Choose a Conflict



Choose Characters



Make Name Tags



Make a Poster

2. Role Play

Role Play Preparation

Each group needs name tags and markers

Each troupe has 10 minutes to choose a conflict and be ready to do their role play

- * Each person plays one character
- * It is interesting to play someone very different to yourself
- * Use imaginary names and make name tags for each character
- * Do not solve the conflict
- * Do not play yourself
- * Do not put on a name tag.

Arrange chairs for the whole group in a U shape facing a 'stage space'. At the back of the stage, place 5 or 6 empty chairs.

Role Play Performance

The role players put on their character name tags and start. Once the role play has started call "**cut**" after 3-7 minutes.

Character Debrief and Derole

Role players sit in the empty chairs staying in character.

Ask debrief questions and give them the opportunity to speak to the other characters. *see posters below*



Derole

Ask each character if they are ready to return to themselves. If not move on another character first. If ready ask them to:

- Put their name tag on their stage chair
- Turn around
- Shake
- Say their real name and 1-2 ways you are different to the character they played
- Return to an audience seat.

See posters below

Two possible posters for derole and debrief

<p><u>Role Play</u></p> <p>How was that?</p> <p>What was difficult?</p> <p>What can you change?</p> <hr/>  <p>Turn around</p>  <p>Shake</p> <p>Say your name.</p>	<p><u>Role play</u></p> <p>What happened?</p> <p>What was the hardest part for you?</p> <p>Is there anything you would do differently</p> <p>Have you anything to say to the other characters?</p> <p>Are you ready to come out of role? Put name tag on chair</p> <p>Turn 360 degrees around Shake yourself</p> <p>Say your name and 1-2 ways you are different to the character you played</p>
--	---

Whole Group Debrief

Once all players are in their audience seats, place the Keys and/or Mandala on the floor. Ask the group if they can see where a Key to Transforming Power did make or could have made a difference.

The next role play group then does their performance.

Role play training in T4F

Form two groups to prepare for the role play.
The groups must be of equal size. Use a facilitator if required.

A member from each group is paired with a member from the other group. At the end of the each performance, the audience member of the pair debriefs and deroles their partner on the role play stage. Use the appropriate poster below as a reminder for the debriefer/deroler.

Theatre Groups and the Role Play Preparation and Performance are done in the same way as above.

SAFETY CIRCLE AND GUIDELINES

Purpose: To explore the safety issues of a workshop
To raise the awareness of the impact of my behaviour on others and others behaviour on me.

Time: 20 minutes.

What you need: Participants in a circle.

How it's done: This is done in the format of a connection/gathering.

First topic:

My name & what I need to feel safe in a group is

Second topic:

My name & what I can do to contribute to the safety of others is' "

This activity is often included in Session 1. But it can be done at any time in the workshop if required.

If facilitators wish to use guidelines or ground rules then they can use the following:

GUIDELINES to SAFETY

1.USE BUILDUPS

- *no putdowns*

2.SHARE VOICE SPACE

- *no interruptions*

3.VOLUNTEER MYSELF ONLY

- *speak from the 'I'*

4.STORIES STAY HERE

- *confidentiality*

5.RIGHT TO PASS

Variation:

Respect Circle

When there is a genuine level of mutual respect in a group, members will feel safe to take risks and change.

Substitute the words 'respected' and 'respect' for 'safe' and 'safety' in the questions and the poster.

SERIAL NEWS

Purpose:	<p>To experience how communication loses its accuracy and meaning when passed verbally from one person to the next.</p> <p>To experience miscommunication.</p>
Time:	10-20 minutes.
What you need:	<p>A short narrative/story which will interest the group.</p> <p>The story needs to have about five key points with some detail. The story can be real or fantasy.</p> <p>Participants seated in a circle.</p>
How it's done:	<p>Inform the group that a short story will be told. Some people will be outside and will come in one by one to hear the story and retell it.</p> <p>Ask for four volunteers to leave the room.</p> <p>The facilitator reads the story to the large group and asks for someone to tell the story to the first volunteer who returns to the room.</p> <p>The first of the volunteers from outside returns to their seat and the person in the room tells them the story. The group does not prompt – it is too confusing for the listener.</p> <p>Then the first volunteer from outside retells the story to the second volunteer who comes in.</p> <p>This continues until the last volunteer returns to their seat and listens to the story.</p> <p>The last volunteer then tells the whole group the story.</p> <p>The facilitator can ask for someone to read the original story out again or the facilitator can read it out if literacy is an issue. It becomes obvious if there have been any alterations or misconceptions.</p> <p>Debrief.</p>

SHELTER FROM THE STORM

Purpose:	To experience working towards a common goal in a group without speaking.
Time:	15-30 minutes.
What you need:	<p>Several sheets of newspaper/butchers paper and one metre of masking tape per group</p> <p>Groups of 5-7.</p>

How it's done: Each group is to make a shelter so that every member of their group can safely shelter from the storm.
They may use the furniture in the room.

Debrief.

Variation:
If done towards the end of a workshop when community has been built then this can be done as the whole group.

SNOWBALL DECISION MAKING

Purpose: To experience and practice a consensus decision making process.

Time: 20 – 80 minutes

What you need: Paper and markers
The decision that needs to be made, such as:

- How many objects in a container.
- What topic should the next activity address?
- What topic to explore for the rest of the workshop.

How it's done: Each participant is asked to consider their personal preference. Participants may write these on paper.

The group is divided into pairs or threes. They discuss and decide as a small group on one or two options.

These small groups can merge into larger groups and go through the same process or they can come to the large group at this point.

Each of the small groups reports to the whole group what they have decided and the process they used to get to the decision.

The whole group is asked to come to a decision which everyone is willing to agree to.

In this decision making the Hi Five Process may be of use to the group.

Debrief if appropriate.

Variations:

Pick the Perfect Day

The Snowball Decision Process is undertaken with the individuals deciding what they would like to do for their perfect day. Go through the Snowball process until the whole group agrees what they would like to do for their Perfect Day.

Which is 'The Picture'

A number of pictures/postcards/photos are laid out on the floor and each participant chooses one. In pairs they decide on one of these and so on through the Snowball Process. This activity can be done with a particular topic in mind, e.g. choose a picture that tells us something about: Anger, Fear, Forgiveness, Shame, Communication, etc.

Debrief.

SPACE JUMP

- Purpose:** To change the energy of the workshop through practice with physical role play techniques.
- Time:** 15-20 minutes.
- What you need:** Standing circle with two participants in the middle.
- How it's done:** The two participants in the middle perform an action e.g. digging in the garden etc.

When ready someone from the circle calls "**Space Jump**" and the performers in the middle freeze. The caller then moves into the circle and mirrors the same frozen action. The new person then changes the action being performed, e.g. to washing clothes. At the point of change, one of the original performers returns to the circle and the other performs the new action.

Another person then calls "**Space Jump**" and comes into the circle to mirror and then change the activity. The person who has been in the middle the longest then returns to the circle. This continues until all participants have had a turn in the centre.

The whole sequence is then reversed until it returns to the original two in the centre performing the original action.

SPECIAL NAME GAME OR AFFIRMATION NAMES

- Purpose:** To experience the affirmation of a personally positive name.
- Time:** 10-20 minutes.
- What you need:** Participants in a circle.

How it's done:

Have participants think of a word that describes themselves that is:

- something positive, or
- something they would like to be

and that starts with the same sound or letter of their first name.

As each person round the circle has a turn they repeat the names of all those who went before, and adds his/her own special name.

The first person then repeats the special names of the whole group.

Note: Being put on the spot to remember names in the group can be stressful, so allow the group to assist the individuals.

If participants are struggling to find a name they can ask the group for suggestions if they choose.

STEPPING STONES OR CROSSING THE RIVER

Purpose:

To build community through working together.

Time:

20 minutes.

What you need:

Pieces of sturdy paper or substitute for stepping stones about 4-5 per group. Mark out a River with masking tape.

How it is done:

Mark on the floor with tape the two sides of the river. The river needs to be about 4-5 metres wide. Divide the participants into two groups. Each group stands on the same side of the river. Each group is given 4-5 stepping stones.

The groups are told that:

- No one is safe until everyone is safely across the river
- The facilitators are piranhas and will eat anything that goes into the river
- If a stepping stone is not in contact with a person then it will be eaten or washed away
- The stepping stones do not slide
- The facilitators stand in the river and wait to remove any stepping stone that is left 'unattended.'

When the activity is finished, and this may take several restarts, the group returns to the circle.

Debrief.

TABLEAU OR CIRCUIT BREAKER

Purpose: To experience and practice breaking a repetitive or 'broken record' pattern.

Time: 20 minutes.

What you need: Groups of three.

How it's done: Three facilitators model the format.

Daughter	"I'm going out now"
Mother	"Not dressed like that"
Father	"Listen to your mother"

Each character takes it in turn to say the pattern of sentence and responses.
They repeat this exchange, over and over and over again.

One person changes their sentence and then the other characters respond to this change.

Each group of three now creates a scenario with three characters and three sentences to repeat.

Each group demonstrates their mini role-play to the group.

Debrief.

TAKE POWER

Purpose: To explore the issue of power in groups.

Time: Up to 30 minutes.

What you need: Groups of three or four
Large sheets of paper with the word POWER written on it, one sheet for each group.

How it's done: Have participants sit in groups of three or four around a sheet of the paper and ask them not to touch it.
Then instruct –
"When I count to three I want you to take power....."

1.. 2.. 3.. Take Power."

Sit patiently and wait until the participants have gone through stages of confusion and trials of what might and might not be appropriate, until they have finished. If mayhem continues then call **"FREEZE"**.

Debrief.

THREE REFLECTIONS

Purpose:	To explore a concept through a speaking and listening process.
Time:	15-20 minutes.
What you need:	Groups of 3 A set of focus enquiries (samples are below).
How it's done:	<p>Each person in turn has 5-15 minutes (depending on age) to speak on the first enquiry to their group. The two others listen in silence, holding a still and generous space for their speaker.</p> <p>Repeat this for the second enquiry and then for the third enquiry. Return to the large circle.</p> <p>Debrief.</p> <p>Variation: <u>Three Reflections: Listening Request</u> The speaker speaks for 15 minutes, covering the three subjects. The speaker asks for the type of listening they want from their partners.</p> <p>E.g. They may want to have a dialogue, or to be listened to in silence. They may want a feedback time when they allow questions to be asked. They may ask for one of the partners to be an observer of the process and feedback to them later.</p> <p>Sample sets of Focus Enquiries: (For more focus ideas see the Quadrants).</p> <p>HARM</p> <ul style="list-style-type: none">• A time I was harmed• A time I caused harm• A time I prevented harm from happening <p>EXCLUSION</p> <ul style="list-style-type: none">• A time I was excluded• A time I excluded someone else• A time I understood an exclusion <p>REJECTION</p> <ul style="list-style-type: none">• A time I was rejected• A time I rejected another• A time I overcame a rejection <p>BULLYING</p> <ul style="list-style-type: none">• A time I was bullied• A time I was a bully• A time stood up to a bully

CRITICISM

- A time I was criticised
- A time I criticised someone else
- A time I challenged a criticism

JUDGEMENT

- A time I was judged
- A time I judged another
- A time I challenged a judgement

OPPRESSION

- A time when I was oppressed
- A time when I oppressed someone else
- A time when I stood up to challenge oppression

SHAME

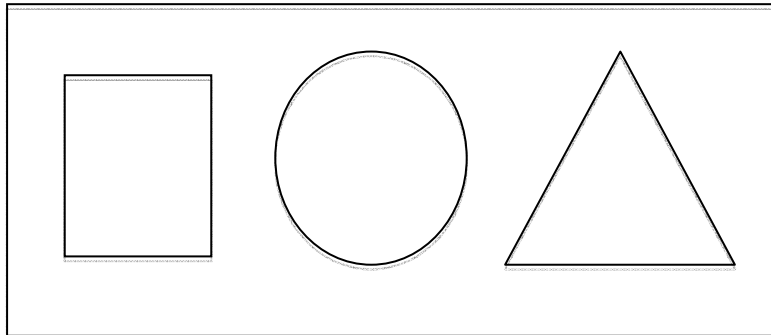
- A time I was in shame
- A time I caused someone else to feel shame
- A time I managed shame well.

THREE SHAPE DRAWING

Purpose: To explore concepts in symbolic or graphic form.
To consolidate learnings in a quiet and personal space.

Time: Up to 20 minutes.

What you need: Paper and markers, coloured pencils or paints.
Symbols poster



How it's done: Participants are invited to use one or more of the basic perfect shapes (the square, the circle and the triangle) to create a drawing that expresses their view of the concept being covered.

The concept might be Transforming Power, Anger, Joy, Fear, Frustration, Pleasure etc.

When finished, the group sits in the circle with their drawings in front of them.

The participants are invited to share their picture if they would like to do so.

TOWER BUILDING AND BRIDGE BUILDING

Purpose: To experience and practice working together cooperatively towards a common goal without speaking.

Time: 15-30 minutes.

What you need: Paper and a limited amount of masking tape for each group.
Groups of 3-5.

How it's done: Each group's task is to build a free standing tower in silence. No height for the tower is specified.

Debrief. Each group is debriefed separately.

Variations.
Instead of tower, the task can be to build a bridge.
Silence is optional.

THREE QUESTION INTERVIEW

Purpose: To practise getting to know someone new.
To build community.

Time: 20-30 minutes.

What you need: Cards and pens.

How it's done: Participants choose three questions that they could ask someone to get to know them better. They write these on their card.
Inform participants that what they say may be shared to the whole group.

Participants mingle and, on instruction, pair up.
One of the pair has 2 minutes to ask their questions.

Then the other has 2 minutes to ask their questions.
This is done three times. Each person is interviewed by three people.

Participants return to the circle and each person in turn is introduced to the group by the three people who interviewed them. Each interviewer shares one thing they heard about the person during their interview.

Debrief.

Variation:

Party Time

Participants mill around. Facilitator calls stop and participants talk for two minutes to a partner. Partners share the time and say each other's name at least twice in the time. This is repeated 3-6 times.

THREE WISHES

Purpose: To experience and practice giving and receiving gifts
To provide a positive closing for a workshop.

Time: 30 minutes.

What you need: Cards and pens for each participant.

How it's done: Write three wishes on your card as gifts for others -

- I wish for you
- I wish for you
- I wish for you

These wishes will be shared with the group.

Divide the group into pairs and have one of each pair sit in a circle of chairs and invite them to close their eyes during the activity.

The other person of the pair stands behind their partner's chair.

Collect all the wishing cards and hand two cards to each person standing on the outside.

The outside people lean over towards the left ear of the people sitting in front of them and whisper the first card's three wishes. They then lean over to their right ear and whisper the second card's three wishes.

Then the outside circle moves one person to the right and continues to do the same for the next person.

When all the seated people have heard all the wishes then the standing and seated people change places and the process is repeated.

After it is all finished have the participants form one circle.

Note: This is often an emotional experience. One way to respect that can be with a moment of silence.

U CHOOSE

Purpose:

This is run at the end of the first session after the Session Reflection.

To have a real experience of being voluntary. This is particularly meaningful for groups run in schools or prison.

Note: It must be a real choice. The participants must be able to make this choice without punishment from other people outside the workshop. This must be negotiated prior to running the workshop.

Time:

10-20 minutes.

What you need:

Participants in a circle.

How it's done:

Facilitator reads from the Session Reflection sheet, feeding back to the participants their own words about the session. e.g.: Weird, Fun, Challenging, Interesting, Hard, Full of laughter,

The facilitator states that before coming to this workshop, no-one really knew what it would be like. Also note that it is necessary to be present for all the activities to be able to graduate at the end of the workshop.

If there are any issues around attendance, this is the time to discuss them. e.g. for school children it may cross over into sports day or a music lesson etc. for adults a doctor's appointment or other commitments.

For any issues, the group needs to decide how they wish to manage them. They may decide to cut down lunch times and start earlier – many solutions are possible.

When all the issues are sorted then the group is asked to take 30 seconds in silence to decide if

they wish to spend the next couple of days of their life in this workshop.

Then the facilitator states that it is their intention to be present for the rest of the workshop. The rest of the group, in turn state their position.

If anyone wishes to leave then they say goodbye to the group and leave.

If this occurs, then the group must have the opportunity to debrief after the participant has left.

UNDERLYING ANGER OR UNDERLYING

Purpose:	To experience and practice looking at the feelings, fears and unmet needs that underlie one's anger.
Time:	40 minutes.
What you need:	Underlying Anger poster Have the poster set up to slowly reveal each of the five points as they are introduced. Paper or cards to write on – 1 per person Pens – 1 per person Timer. (For group with difficulty in writing, the question can be pre-prepared for each individual with room left for a drawing response).
How it's done:	<p>Give each person a pen and a card to write or draw on.</p> <p>Ask participants to find a private place in the room to write or draw.</p> <p>Tell them what they do does not need to be shared.</p> <p>Introduce the first question and ask that they reflect on the question and write a sentence or drawing to capture the essence of their response.</p> <p>In the same way, introduce each of the other four questions (following)</p>

- 1 Think of a time where they felt really angry.
Start with "*I felt angry when*"
- 2 Another emotion very often underlies anger.
Start with "*I felt because*".
- 3 The reason for that hurt feeling is often caused
by a fear. Start with "*I have a fear that*"
- 4 Fears often arise from unmet needs.
Start with "*I have a need to*"
- 5 Think about what you could do to meet that
need. Start with "*To meet my need I can*".

Return to circle.

Debrief.

Variation:

Do this activity a second time immediately afterwards.
This can deepen the experience and provides extra
opportunity for reflection.

UNDERLYING ANGER

I FELT ANGRY WHEN

I FELT BECAUSE

I HAVE A FEAR THAT

I HAVE A NEED FOR

TO MEET THAT NEED I CAN

VIOLENCE AND NONVIOLENCE TREES

- Purpose:** To explore a common understanding about violence or another workshop focus.
- Time:** 10-20 minutes.
- What you need:** Two large sheets of paper with a tree drawn on each
One labelled 'Violence' the other labelled 'Nonviolence'
- Large markers of different colours for scribing a brainstorm
Participants seated in a horseshoe shape facing the trees.
- How it's done:** Facilitators conduct a brainstorm during which words are called out and scribed. These words are not altered or discussed, just written on the posters.

There will be four brainstorm questions

- **What are the roots or causes of Violence?** - scribed in one colour around the bottom half of the Violence Tree poster.
- **What are the fruits or results of Violence?** - scribed with a different colour marker on the top half of the Violence poster.
- **What are the roots or causes of Nonviolence?** - scribed on the bottom of the Peace Tree.
- **What are the fruits or results of Nonviolence?** - scribed on the top of the Peace Tree.

Variation:

- The trunk of the tree can be used as a third part of the brainstorm where the group defines **What is Violence** and **What is Nonviolence**.
- For young children the two posters can be Safe Schools and Unsafe Schools.

Debrief.

Variation:

CHOICES, CHOICES

This is used either immediately after the Violence / Nonviolence Tree activity or at a later time in the workshop if it responds to participant needs.

It needs small drawings of trees for each group.

In between the two existing trees a third large sheet with a tree called the Alternatives to Violence Tree is added.

Form groups of groups of 4-5.

Identify any feelings from the roots of the Violence Tree. Each group takes one feeling and writes it underneath their tree e.g. Powerlessness.

- Roots = Actions that can come from that feeling
e.g. Fear can bring about caution or paralysis
- Trunk = Strategies for giving yourself personal space or 'time out' for reflection and possible choices that could be made
- Fruits = Possible actions and outcomes that have opened up through examining your choices.

Each group then shares with the whole group how the process was and then attaches their tree to the middle tree.

Debrief.

WHAT IS THIS WORKSHOP - AVP/HIP/PEACE LEADERSHIP

- Purpose:** To introduce a brief history and philosophy of the workshop.
To set the scene and tone for the workshop.
- Time:** 5-10 minutes.
- What you need:** Philosophy Poster – see example below
Journey Poster – see example below
Information for Housekeeping arrangements
Participants in a circle.
- How it's done:** **HISTORY:**
- The first AVP workshop was run in 1975 in Green Haven Prison in New York. The older inmates were worried about the younger inmates who were reoffending. They didn't have enough skills to deal with conflict without using violence.
- The Quakers and the inmates worked together to create the Alternatives to Violence Project.
- The workshops were based on:
- Nonviolence training of peace marshalls in the Civil Rights Movement of Martin Luther King
 - The school-based experiential learning program CCRC (Creative Conflict Resolution for Children)
- There are three levels of workshops, Basic, Advanced and Training for Facilitators. Anyone including young people and people in prison can become facilitators.
- The AVP workshops have since spread from the prisons into schools and into the community in many countries around the world.
- AVP came to Australia when Stephen Angel trained a group of people in Brisbane and Sydney. Now it has

spread to all states in the community, in prisons and in schools.

PHILOSOPHY:

There are three main beliefs that we have for these workshops. (see poster following)

- WE LOOK FOR THE GOOD IN EVERYONE.
- WE ARE ALL TEACHERS AND LEARNERS TOGETHER.
- WE LEARN BY HAVING A GO.

Three other beliefs may be added.

- It may be HEALING but it is not therapy.
- It may be SPIRITUAL but it is not religious.
- We are all VOLUNTEERS

JOURNEY:

The Journey is YOURS!

"Each of us is on a journey and no two journeys are the same. (see poster following)

We are all at different places, learning different things. You may be struggling up a mountain, you may be on the top of a mountain enjoying the view, you may be patiently tilling the soil and sowing seeds, you may be flying high looking at the big picture, you may be diving deep and examining the details, or you may be steering a ship to its destination, or you may be guiding it through dangerous waters.

Wherever you are on this journey is the perfect place for you to be at this time.

One thing that we ask is that we all respect that our fellow participants may well be in a very different place on their journey."

At the end of this 'What Is?' activity, ask the group if there are any questions they have before we move on.

HOUSEKEEPING:

This addresses the issues of: days and times for the workshop, attendance, meals, bathrooms, smoking, mobile phones, transport.

WHAT IS THE ADVANCED - AVP/HIP/PEACE LEADERSHIP

The History, Philosophy and Journey and Building Blocks are revisited.

Inform the participants that the Advanced workshop is a more in-depth exploration of a topic which they will choose.

NOTE: THE WORKSHOP TOPICS SHOULD BE DISPLAYED ON A POSTER FOR THE PARTICIPANTS TO SEE.

This choice will be a consensus choice. Decision making is a difficult process and consensus decision while sometimes arduous has a group wisdom to it which can be inspiring to be part of.

The early part of the workshop will explore the role within consensus decision making through activities.

Once the topic is decided then the facilitators will craft an agenda for this workshop designed to experientially explore in-depth the topic decided upon. The rest of the workshop will be spent in this exploration.

WHAT IS THE T4F - AVP / HIP / PEACE LEADERSHIP

The History, Philosophy and Journey and Building Blocks are revisited.

Inform the group that the T4F is where they will start on their path of becoming a facilitator.

For some this will be a long and ongoing journey of learning.

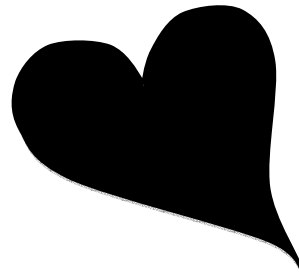
In this workshop all the participants will be required to prepare and present a basic workshop session in a team.

To do this there will be learning and training on how to build a team with an in-depth team building process.

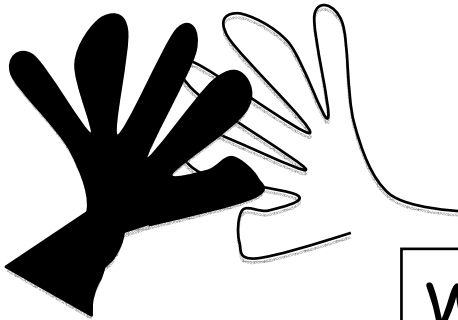
The Fishbowl debriefing process will be modeled and then it will be used by each team as a self-examination and self-assessment process. This reflects how AVP teams function when running workshops.

Example of a PHILOSOPHY POSTER

philosophy

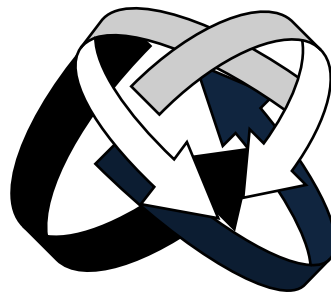


We look for
good
in everyone.

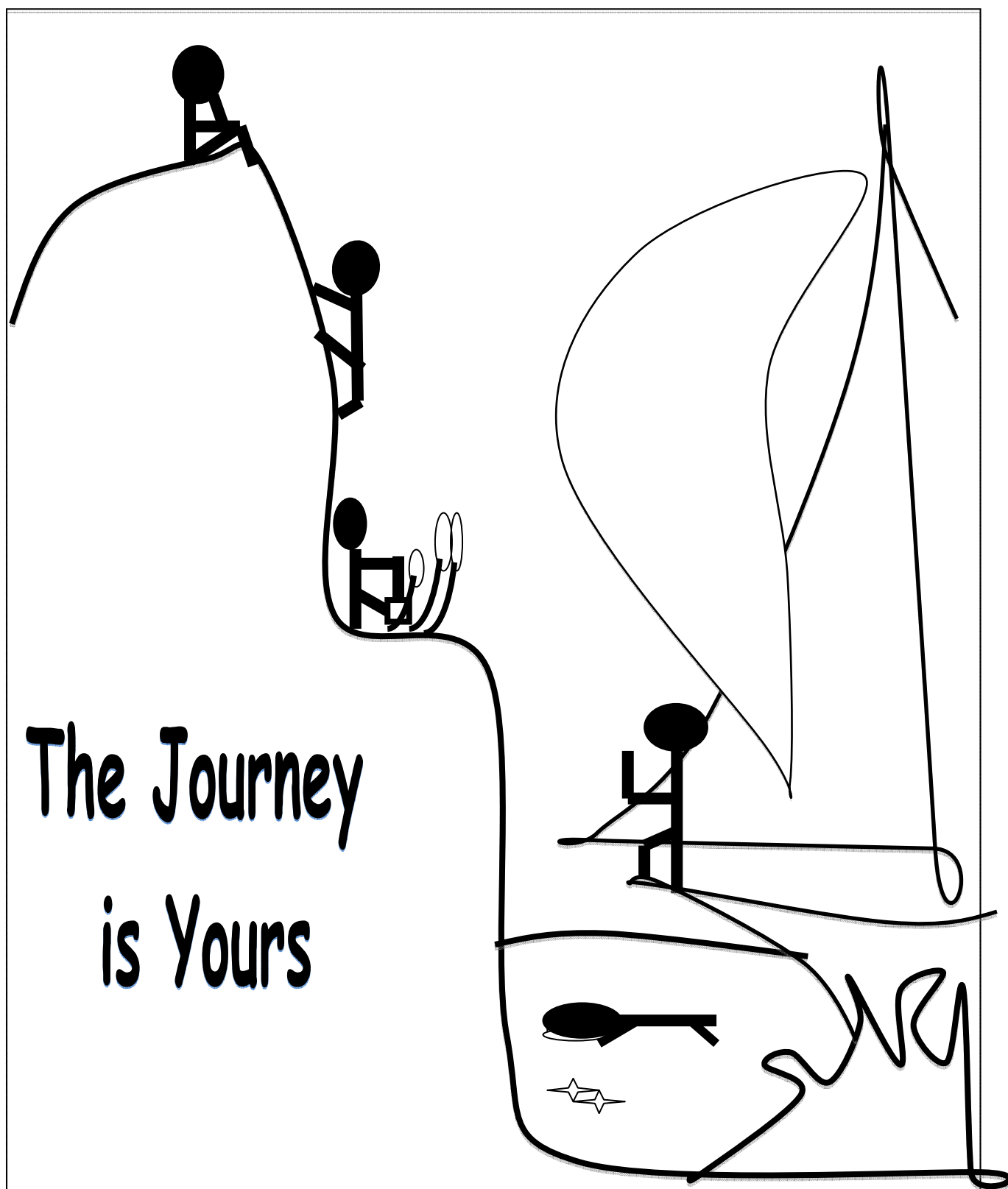


We are all teachers and
learners together.

We learn by
having a go.



Example of a JOURNEY POSTER



WHAT'S IN A WORD

Purpose: To explore the range of different meanings that different people can give to the same word.
To explore the possible impact of this upon facilitation.

Time: 15-20 minutes.

What you need: Paper prepared with the word on it and pens for each participant.
Possible words: love, conflict, facilitation, power, fear, anger, joy, learning etc.

How it's done: Each participant writes 10 words to express what the chosen word means to them. Participants do not share their words with each other at this stage.

Form groups of 4-5.

Each group is to guess how many words they believe they will have in common in their group.

Again do not share their words at this stage.

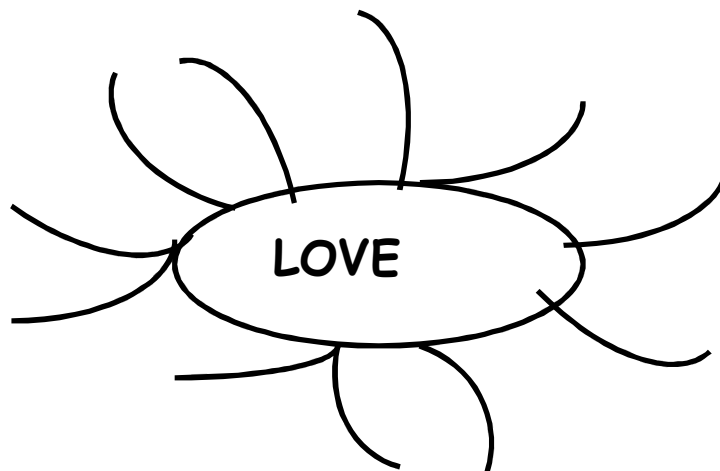
Record on a poster their guesses.

Each group explores the words they have written and find out how many words they do in fact have in common.

When finished the facilitator records the actual result next to their guess.

NOTE: It is seldom that any group gets even one word that is common to everyone in their group.
Even for a group of teachers the word LEARNING seldom produces a common word in a group of 4.

Debrief, adding another question: "**How might this impact you as a facilitator**".



YOU BELONG TO ME

- Purpose:** To experience the sense of belonging and moving in and out of that relationship.
- Time:** 10-30 minutes.
- What you need:** Participants divided into pairs with one participant left over.
A circle of chairs, one chair for each pair plus one extra.

One person from each pair sitting in a chair with their partner standing behind them. The extra participant standing behind the empty chair.
- How it's done:** The participants standing behind the chairs place their hands just above their partner's shoulders.
The person without a seated partner wants to get a partner. They try to invite one of the seated people to come and sit in their chair without their partner realising. They communicate their invitation by winking or nodding or some other tiny gesture.

The seated person who received the invitation decides whether or not to try to go.

If they try to get away, the standing person can stop their partner from leaving their chair by touching them on the shoulder (lightly) before they have left their seat.

If the seated person gets away, then the standing partner now has no-one in their chair. So they now try to invite someone to come to their chair.

The facilitator warns that the activity will stop after about 10 minutes.

Debrief while the participants are still in the positions of the activity

Variation: The participants can swap roles.

YOU'RE NOT WHO YOU ARE

- Purpose:** To experience the impact on ourselves of behaving differently, limiting ourselves or freeing ourselves of a limit.
- Time:** 5-10 minutes to set up this activity. Participants sustain this activity throughout one session of the workshop.
- What you need:** Paper and pens for each participant.

How it's done:

Ask participants to write or think about things they like about themselves. e.g. thoughtful, good at sports, great dancer, artistic, able to explain ideas well, etc.

Participants choose one thing from their list that they believe is important to them but do not tell what it is.

Invite the participants to spend the rest of this session being just the opposite of the characteristic they chose. e.g. the dancer may behave in a clumsy way, someone who contributes a lot may keep quiet.

Continue with the session. NOTE : Do not include any role play in this session. It alters the impact of the activity.

When the activity is to finish, ask the participants to turn around three times on the spot and return to their usual way of being.

Participants return to circle.

Debrief.

Variation: The activity can continue throughout the break morning tea or lunch.

YOUR WORKSHOP TOPIC

Purpose:

To make a consensus decision about the topic for the advanced workshop.

Time:

Up to 60 minutes.

What you need:

Prior Learning (see Consensus activities e.g. Flagpole or Power 1,2,3,4).

Paper and markers

A poster of the possible Advanced topics. Facilitators may choose to limit the group to the topics listed

How it's done:

The group will come to a consensus decision about the topic for the advanced workshop. or
If the workshop is a Topic Advanced workshop, then the consensus decision is about some aspect of the topic. e.g. if the topic is power then the consensus decision could be what aspect of Power the group would like to explore.

The group uses a Snowball Decision Making process and may also use the Hi Five process to facilitate the decision.

sHaMe love ANGER
transforming power
fear THE KEYS bullying
Relationships forgiveness
Power
Communication COMPASSION

ALTERNATIVES TO VIOLENCE PROJECT – WORKSHOP EVALUATION

Workshop level: Basic / Advanced / T4F (Please circle one)

Date: Place:

What did you think of the workshop overall?

☹☹ ☹ ☺ ☺ ☺☺

What did you think of the workshop content (what we did)?

☹☹ ☹ ☺ ☺ ☺☺

What did you think of the workshop process (how we did it)?

☹☹ ☹ ☺ ☺ ☺☺

What did you think of the facilitation?

☹☹ ☹ ☺ ☺ ☺☺

What was the highlight of the workshop for you?

What changed you the most inside – and why?

PTO

How did the workshop change how you will deal with violence in the future?

What did you find the least helpful in the workshop?

Do you have any suggestions about how we could have made this more helpful to you?

Is there anything you would like to say about the facilitation of the workshop?

Do you have any suggestions for future workshops?

Is there anything else you would like to say about the workshop or the material presented?

Thank you for filling this out. We appreciate the feedback. (10/04)

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